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TEACHER'S GUIDEBOOK

TO CANADA: OUR PEOPLE

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TEACHER'S GUIDEBOOK

TO CANADA: OUR PEOPLE

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Thematic Sequence

1. People and Groups

This theme explores some factors that affect the degree of assimilation: it shows how interaction can lead some members of groups to adopt new ways, how beliefs can be a major factor in resisting change, and how isolation can impede change.

2. People and the Land

This theme explores the ways in which the physical environment influences the lifestyle, history, and development of cultural groups.

3. People and Change

This theme demonstrates how changes in technology can bring about changes in lifestyle and culture. It also explores how artifacts, customs, traditions, and folklore of groups can be preserved and handed down to future generations.

Organization of the Core Program

Canada: Our Roots and Environment (CORE) is a program made up of four pupil textbooks and four teacher guidebooks. It has been carefully designed to ensure that

- the vocabulary matches the reading level of the students grade by grade,
- the concepts and skills are developed sequentially,
- the content is based on knowledge acquired at previous levels,
- evaluation activities appropriate to the concepts and skills being developed appear in every chapter.

Canada: Our Roots and Environment is a core program in social studies. Each textbook provides you with your program for the year and ensures that your students will be provided with a stimulating, balanced, basic program.

By using the CORE program you will

- teach your students about people and their environments and show how their needs are met.
- provide opportunities for your students to acquire the knowledge, values, attitudes, and practical skills needed to participate in a responsible and effective way in Canadian society.

The CORE program has taken into account that children learn in different ways, depending on their stages of development and the circumstances and situations in which they find themselves. This Guidebook, therefore, includes a wide range of learning experiences that will permit you to accommodate these differences and give you the means whereby students can explore in many directions.

Each textbook in the CORE program is organized around several themes. Each theme contains a series of stories and vignettes, designed to

- capture the interest and attention of students,
- introduce a variety of social-studies concepts, knowledge, and skills.

This technique has permitted the authors to build each new theme on the foundation of knowledge and understandings learned in the previous theme.

Readability

It has been evident from the comments of practising teachers across the country that the readability of a textbook is a primary concern. To overcome this concern, the authors of the CORE program have limited the vocabulary and sentence structure in each of the textbooks to the appropriate grade reading level. Average Canadian pupils will be able to read successfully the CORE textbook designed for their particular grade level. The reading level, as determined by the Fry Readability Scale, is listed for each chapter in the Guidebooks.

The background experiences of your students, their oral vocabulary, and their level of interest will vary widely and affect the way they handle the written passages, instructions, and learning activities in the CORE program. Some suggestions for modifying the impact of such differences follow under the heading, "Teaching and Organizational Strategies."

Skills

The CORE program reflects a conviction that skills should be taught and learned as an integral part of a social-studies program. The CORE series, therefore, contains a complete skills package that has been carefully designed and sequenced to ensure that your students receive many opportunities to develop a wide range of skills.

You will find a complete list of charts in each Guidebook. These charts specify, chapter by chapter, what skills are being developed. You are strongly urged to familiarize yourself with these charts.

Values

The inclusion of a values component is a prime feature of the CORE program. Values are basic or fundamental ideas about what is important in life. They are the standards of conduct that cause individuals, groups, and nations to think and act in certain ways.

Opportunities for students to work out a system of values and to begin to develop a way of analysing value issues have been provided throughout the CORE program. These are found in the narrative passages, the discussion questions, and the suggested learning activities.

Your role, as a teacher, is to provide, with the help of the textbook and guidebook, the context in which students can develop values that reflect the priorities of a concerned society and, at the same time, recognize their integrity as individuals.

Values should not be dealt with as an isolated topic or subject in the classroom, but rather when opportunities that are appropriate to the maturation level of your students naturally present themselves during the course of a day.

Evaluation

A sound, effective evaluation program should be an integral part of the teaching-learning process and should be based on clearly stated goals and objectives. The CORE social-studies program has been carefully prepared to provide this base for you.

It is important that, as you teach social studies during the year, you have a clear understanding of the purpose for your evaluation program.

You may want to

- acquire information so that you can improve your students' learning, your own teaching methodology, or the content of your social-studies program.
- find out whether or not the program you are teaching is appropriate to the needs, interests, and abilities of your students.
- motivate and encourage your students by providing them with positive feedback about their progress in the program.

The evaluation program that you develop should

- be concerned with the development of the students' self-concept.
- recognize individual differences in your students.
- be continuous, co-operative, comprehensive, and cumulative.
- be designed to make use of a wide variety of instructional techniques.
- be concerned with action to overcome the identified weaknesses in the learning growth of your students, the program content, or your teaching methods.
- involve other teachers, the students, and their parents.

In each chapter of this Guidebook you will notice that certain activities are recommended as being suitable for inclusion in your evaluation program. These activities are followed by the phrase EVALUATION ACTIVITY.

These activities have been designed to give you opportunities to use observational techniques or to collect data as required. The information you gather and how you use it depend entirely on your purpose for evaluation at the time.

Teaching and Organizational Strategies

The way you organize your class for social studies determines, to a great extent, how successful your program will be.

The following suggestions are made in the hope that you will select one or more to try out. The level of readiness of your students for these methods will help you to decide which one to select. By using a variety of approaches throughout the year, you will heighten student interest and also broaden your own teaching style.

Study Groups

Method One (Total Class)

a) Have all students take part in silent guided reading. When the portion of the chapter being studied has been read, discuss it with them. Repeat this procedure for

every lesson until the chapter is completed. You may want to intersperse the reading/discussion sessions with follow-up activities, or you may wish to leave them until the end.

b) Select a number of students who are interested in preparing passages to read aloud. They should prepare themselves for the total group sessions by reading in advance. While each student is reading, the rest of the class can follow along and take part in the discussion.

Method Two (Grouping)

Group One

Allow students who are fluent, independent, and comprehensive readers to read the chapter independently. Later, meet with them as a group for a "reaction-and-discussion" session. You may then wish to have them pursue the activities as individuals or in small groups.

Group Two

Meet daily as a group with those students who require your support, guidance, and assistance. Have them read the passages and then discuss the ideas together in depth. You may want to have them complete the activities together, or divide them into smaller groups to work on smaller, manageable tasks.

Group Three

Meet with the remainder of the students for an initial session to read, discuss, and clarify ideas and concerns. Have further sessions as required after reviewing students' needs and abilities.

Method Three (Friendship or Interest Grouping)

Group students according to their interest in a task or activity, or on their ability to work together in a productive manner. You will have to identify the groups that need your support in particular areas. Before breaking the class into groups, you may consider it desirable to have a full class lesson for teaching and direction on subject matter and skills.

Method Four (Buddy System)

Organize the class in such a way that your students have a choice of alternatives. Allow them to work independently, in pairs, or in small groups at your discretion. Identify those students who will require some assistance and encouragement with reading and team them up with more able classmates.

Activity or Work Groups

Total Class

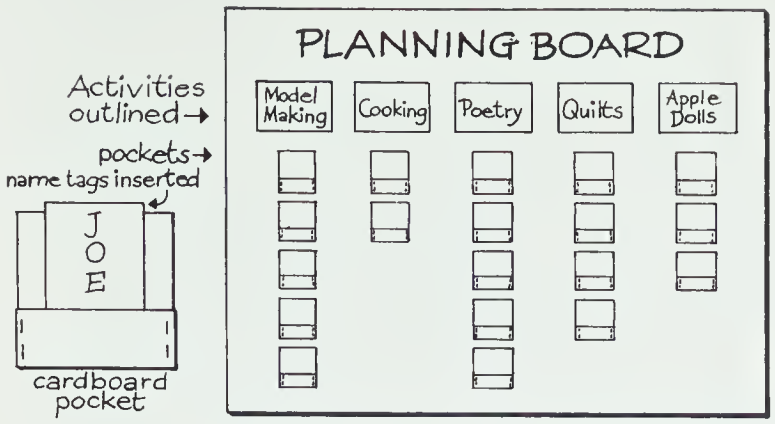
Have all students work on a given learning activity individually. Give them the opportunity to share their responses at the conclusion of the activity.

Groupings

Consider grouping students for some tasks based on their interests, friendships, or ability to handle assignments. Such groupings will aid in developing interpersonal relations, students' feelings of self-worth, their ability to make decisions, and discussion skills.

Planning Board

You may find a planning board useful for the individual selection of activities by students. Outline the activities on the chalkboard or bulletin board. Print students' names on small cards or tags that have a magnet glued to the reverse so that they will cling to a metal backing. Or design your planning board so that library-card pockets provide a space in which students place their name tags. The number of pockets under each activity will indicate the number of places available to participants.



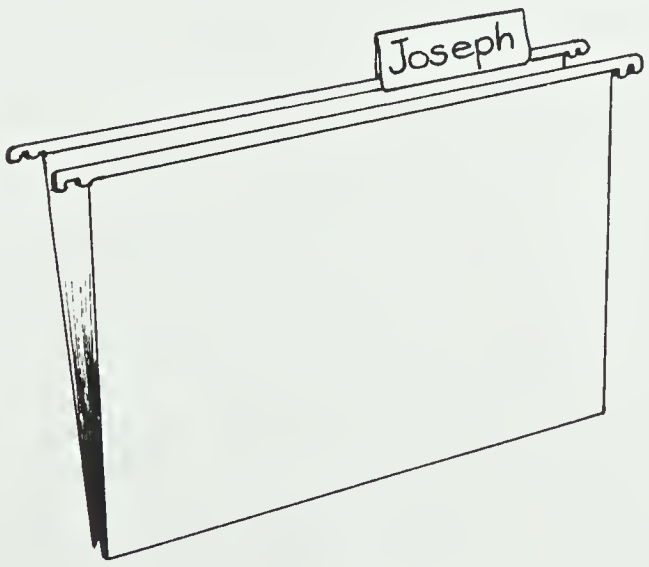
This method of organization promotes

- maximum use of a limited number of pieces of equipment.
- decision-making by your students (choose and follow through).
- the acceptance among students of a greater degree of responsibility for learning.
- a given range of activities that are worthwhile, but at the same time are open-ended and suit students' individual needs and learning styles.
- flexible schedules for the completion of various tasks.
- initiative among students who are capable of proceeding to other activities when they are ready.
- individual records of progress.

Record Keeping

Allow students to have easy access to small and large files. Such access will assist them in keeping records of their progress in social studies. You can discuss these records with individual students from time to time and use them when you report to parents.

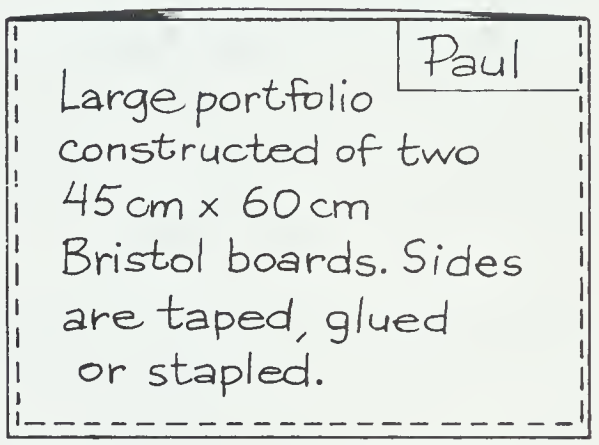
Hanging file folder



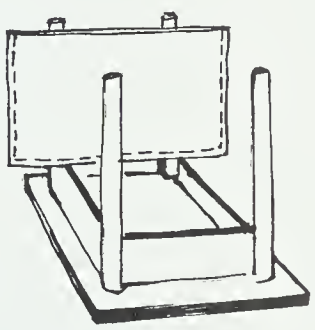
Set aside one or more drawers of a filing cabinet, a file per student. These will hold items filed by both teacher and student, e.g.,

- graphs or written journals of activities selected and completed during the term
- any completed written work or records of creative three-dimensional work
- anecdotal comments and observations by the teacher
- student writing based on social-studies experiences.

Portfolios



Portfolios large enough to hold oversized maps, graph or creative work for each student can be stored between the legs of an inverted desk or table.



Timetabling for CORE

The CORE program lends itself to a number of variations in timetabling. You can schedule social-studies periods along traditional lines of several lessons a week, or you can organize large blocks of time in order to integrate social-studies activities, when suitable, with other subjects. Here are some suggestions for varying your timetable.

1. Communications or Language Arts	Reading of chapter using various methods suggested in this Guidebook.
2. Mathematics	Graphing and other related activities from social studies, perhaps 1-2 periods per unit or week.
3. Social Studies or Environmental Studies	Large time blocks for activities as outlined in the pupil text or activities outlined in this Guidebook, e.g., • mapping • group work • related creative work • psychomotor skills: —models —pattern-making • writing, journals based on social-studies experiences • field trips, guests, and other experiences related to the social-studies program.
4. Music, Physical Education, Art, etc.	Teachers may wish to integrate some of these experiences from time to time based on the social-studies program.

Skills Charts

The skills assigned specifically to *Canada: Our People* are found in the charts on the following pages of this Guidebook. These charts pinpoint the introduction of a new skill and demonstrate the degree to which specific skills occur and recur, chapter by chapter. You will note that the charts contain a wide range of skills associated with other subjects in the elementary curriculum.

By using the CORE skills program as suggested, you will be providing opportunities for your students to

- learn various techniques of inquiry.
- use a wide range of social skills within their own style, speed, and pattern of learning.
- develop group process skills.
- develop motor perceptual skills.

It is suggested that, prior to using a chapter from the textbook as the basis for a social-studies unit, you look over the skills in the charts and familiarize yourself with those that are included in the chapter. (Skills will be found in the narrative of the story, the discussion questions, or the follow-up activities.) Before you decide whether or not to include all of the skills specified in your teaching unit, you would be well advised to determine, by evaluation techniques, whether or not the skills are appropriate to the development stage of the students in your class.

To assist you in planning your social-studies units, each skill has been coded as follows:

I —introducing the skill
D—developing the skill
M—maintaining the skill.

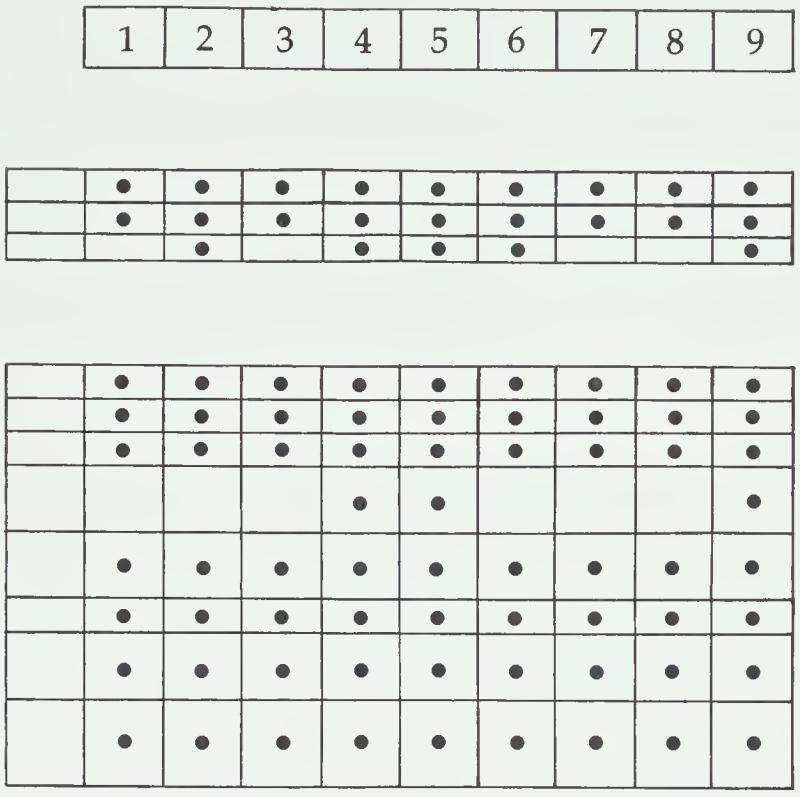
Skills: General Profile

Skills

A. Skills that are the major responsibility of social studies
- I Inquiry Processes
- II Interpreting Maps and Globes
- lII Understanding Time and Chronology

B. Skills that are a shared responsibility of social studies
- I Locating Information
- II Organizing Information
- lII Evaluating Information
- IV Acquiring Information Through Reading
- V Acquiring Information Through Listening and Observing
- VI Communicating Orally and in Writing
- VII Interpreting Pictures, Charts, Graphs, Tables
- VIII Self-Worth, Interpersonal Relations, Group Participation, and Discussion Skills

C. Motor-perceptual skills (Hands-on experiences)
- I Making Models
- II Cutting, Shaping, Using a Pattern
- III Using Real Objects or Materials, Assembling, Choosing
- IV Making Plaster Casts, Rubbings, or Like
- V Making Plans or Maps
- VI Using a Tape Recorder
- VII Using a Projector
- VIII Using a Typewriter
- IX Selecting Size, Shape, or Scale



Skills: Detailed Profile

A. Major Responsibility of Social Studies

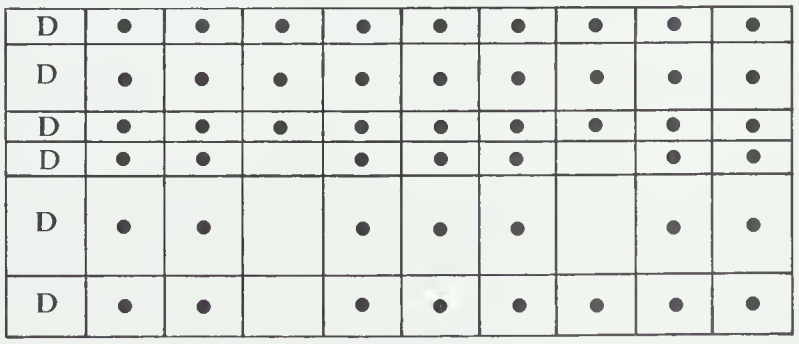
I Inquiry Processes

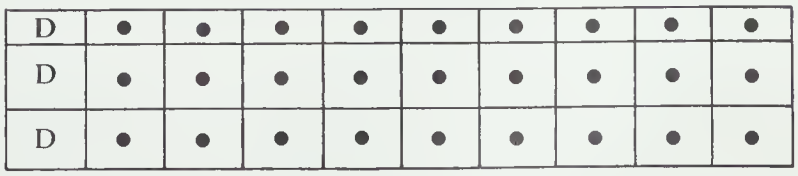
Problem Solving

1. Defining a problem
2. Establishing a tentative hypothesis or answer
3. Interpreting the information available
4. Gathering additional information
5. Analysing the information for purposes of assimilating evidence to re-examine the original tentative answer
6. Synthesizing information into a firmer hypothesis or answer

Decision Making

1. Identifying a problem or issue
2. Identifying possible alternative solutions or objectives
3. Gathering, analysing, and interpreting information regarding the alternatives





Skills

4. Evaluating the alternatives and establishing which should be accorded higher priority in light of the information gathered and/or value preferences
5. Testing the priorities and analysing the consequences of each
6. Planning a course of action
7. Establishing a group decision
8. Taking some action on the group's decision

II Interpreting Maps and Globes

Symbols

1. Understanding that real objectives can be represented by pictures or symbols on a map
2. Gaining a knowledge of the skills required in lettering, colouring, and shading for exactness and accuracy
3. Interpreting and using map legends on different kinds of maps
4. Recognizing that the same symbol can be used for different purposes
5. Interpreting and using non-pictorial symbols (dots, lines, colours)

Direction

1. Using such directional terms as: far, near, above, below, up, down, right, left
2. Using cardinal directions in the classroom and the neighbourhood
3. Constructing simple maps that are properly oriented as to direction
4. Using intermediate directions such as NE, SE, SW, NW
5. Using cardinal directions and intermediate directions in working with maps
6. Understanding the use of the compass for direction

Place Finding on Maps and Globes

1. Locating specific areas within the school, neighbourhood, and community
2. Recognizing the home community, province, and country on a map or globe
3. Recognizing land and water masses on a globe and on a variety of maps
4. Locating and naming the provinces, territories, and capital cities of Canada on a map
5. Using map vocabulary and key accurately
6. Learning to use/make simple sketch maps to show location
7. Distinguishing and naming continents and major water bodies by size, shape, and position on a map or globe
8. Identifying on a globe or map of the world the equator, prime meridian, International Date Line, Tropic of Cancer, Arctic Circle, Antarctic Circle
9. Identifying and using correct geographic terminology for land and water features — bay, gulf, inlet, peninsula
10. Locating places and/or features on a map using a simple grid system

	Chapters								
	1	2	3	4	5	6	7	8	9
D	•	•	•	•	•	•	•	•	•
D	•	•		•		•		•	•
D	•	•	•	•	•	•	•	•	•
D	•	•	•	•	•	•	•	•	•
D	•	•	•	•	•	•	•	•	•
D	•	•	•	•	•	•	•	•	•
I	•	•		•	•	•	•	•	•
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Skills

Scale and Distance

1. Expressing size and distance in relative terms (bigger, smaller, nearer, farther, etc.)
2. Using small objects to represent large ones, e.g., models, a photograph compared to actual size, etc.
3. Making simple large-scale maps of a familiar area, such as a classroom, the neighbourhood
4. Measuring short distances in millimetres, centimetres, and metres and long distances in kilometres
5. Comparing actual length of a block or kilometre with that shown on a large-scale map
6. Determining distance on a map by using a scale of kilometres
7. Comparing maps of the same area drawn with different scales
8. Understanding the meaning of large- and small-scale maps by comparing maps of different areas to note that a smaller scale must be used to map larger areas

Relief

1. Experiencing a variety of relief features by exploring textures
2. Recognizing the relief of objects (people, trees, furniture, etc.) and expressing these in appropriate terms (high, middle, low, etc.)
3. Recognizing varying relief in familiar areas — schoolyard (flat, higher, lower); streets changing in elevation; hills, valleys, ravines, and flat areas in the neighbourhood
4. Recognizing samples of relief features in pictures and using appropriate vocabulary
5. Representing relief by constructing models with sand, Plasticine, etc.

III Understanding Time and Chronology

Understanding the time system and the calendar

1. Using the names of the days of the week in order
2. Using the names of the months in sequence
3. Learning to tell the time by the clock (also 24-hour clock)
4. Using a calendar to find the dates of special events and to determine the length of time between important dates
5. a) Using the vocabulary of indefinite time concepts such as: before, after, long ago, past, future, meanwhile
   b) Using the vocabulary of definite time concepts such as: today, yesterday, tomorrow, second, minute, hour, decade, century
6. Associating the seasons with particular months in both northern and southern hemispheres
7. Understanding the relation between rotation of the earth and day and night

	Chapters								
	1	2	3	4	5	6	7	8	9
M	•	•	•	•	•	•	•	•	•
D	•	•	•	•	•	•	•	•	•
D		•		•			•	•	•
D		•		•				•	
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I	•						•		•

Skills

Understanding events as part of a chronological series of events

	Chapters								
	1	2	3	4	5	6	7	8	9
1. Learning to put personal experiences in order	M	•	•	•	•	•	•	•	•	•
2. Comprehending sequence and order as expressed in first, second, third, etc.	M	•	•	•	•	•	•	•	•	•
3. Recognizing sequence and chronology in personal experiences such as the school day, weekly schedules, etc.	D	•	•	•	•	•	•	•	•	•
4. Learning to think of the separation of an event from the present in arithmetical terms	I	•			•	•	•			•

Understanding the differences in duration of various periods of time

1. Learning to compute the length of time between two given dates	I				•					•
2. Understanding and making simple time lines	I				•	•		•	•	•

B. Shared Responsibility of Social Studies

I Locating Information

1. Working with books	D	•	•	•	•	•	•	•	•	•
2. Making efficient use of the dictionary	D	•	•	•	•	•	•	•	•	•
3. Reading newspapers, magazines, and pamphlets with discrimination	D	•	•	•	•	•	•	•	•	•
4. Knowing how to find material in a library, both school and public	D	•	•	•	•	•	•	•	•	•
5. Gathering facts from field trips and interviews.	D	•	•		•	•	•		•	•
II Organizing Information	D	•	•	•	•	•	•	•	•	•
III Evaluating Information	D	•	•	•	•	•	•	•	•	•
IV Acquiring Information Through Reading and Observing	D	•	•	•	•	•	•	•	•	•
V Acquiring Information Through Listening	D	•	•	•	•	•	•	•	•	•
VI Communicating Orally and in Writing										
1. Speaking with accuracy and poise	D	•	•	•	•	•	•	•	•	•
2. Writing with clarity and exactness.	D	•	•	•	•	•	•	•	•	•

VII Interpreting Pictures, Charts, Graphs, Tables

1. Interpreting pictorial materials	D	•	•	•	•	•	•	•	•	•
2. Studying and constructing graphs, charts, and tables.	D	•	•	•	•	•	•	•	•	•

VIII Self-Worth, Interpersonal Relations, Group Participation, and Discussion Skills

Self-Worth

1. Demonstrating evidence of concern for self	D	•	•	•	•	•	•	•	•	•
2. Displaying self-confidence	D	•	•	•	•	•	•	•	•	•
3. Seeking help when required	D	•	•	•	•	•	•	•	•	•
4. Making choices and decisions	D	•	•	•	•	•	•	•	•	•
5. Being aware that needs for attention, acceptance, approval, and affection are common to all	D	•	•	•	•	•	•	•	•	•

Skills

6. Being aware that one person's behaviour causes approval or disapproval in another person
7. Recognizing that one's thoughts, behaviour, feelings may be common to others
8. Recognizing that differences between oneself and others are not unusual and that they contribute to each individual's uniqueness
9. Accepting diversity as natural
10. Understanding, accepting, and offering constructive criticism
11. Working independently without supervision

Interpersonal Relations

1. Showing respect for the rights and opinions of others
2. Demonstrating a willingness to take turns in play, speaking, etc.
3. Demonstrating the steady development of courteous behaviour
4. Displaying self-control
5. Understanding the need for rules and the necessity of observing them
6. Engaging in fair play
7. Demonstrating a willingness and ability to include newcomers
8. Responding voluntarily to the needs of others in distress
9. Offering approval and encouragement to others
10. Compromising and co-operating when conflict arises
11. Demonstrating the ability to disagree, when warranted, in an acceptable manner

Group Participation and Discussion Skills

1. Taking part in making the rules needed by the group
2. Demonstrating a continuing development in the ability to keep to the task
3. Accepting the role of leader or follower as the situation requires
4. Making meaningful contributions during discussions
5. Making a point without monopolizing discussions
6. Supporting ideas with reasons and facts
7. Profiting from criticism and suggestions
8. Distinguishing between work that can be done most efficiently by individuals and that which calls for group effort
9. Contributing to the solving of group problems
10. Accepting and abiding by the decisions of the group

	Chapters								
	1	2	3	4	5	6	7	8	9
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1. Meet the Wongs

Introduction

Fry Readability Scale: Low Grade 4

This chapter highlights some of the typical problems and situations encountered by immigrant families. It is based on an actual interview with a Chinese-Canadian family. Mrs. Wong, the grandmother, came with her parents to Canada from China as a youngster. Alan and Cathy, Mrs. Wong's son and daughter-in-law, also participated in the interview. Their children, Kim and David, took part as well.

Events follow this sequence:

pp.	
2-5	*Coming to Canada* (Setting out on an adventure)
5-7	*A Chinese Meal* (Cooking and shopping)
7-8	*Growing up in Canada* (Chinese school and then change)
8-10	*A Visit to China* (Change)
12	*Remembering* (Mrs. Wong recalls stories of her youth)
12-15	*Customs and Festivals* (Holidays used to mark the changing of the seasons)
16-17	*Chinatown* (Old and new ways blended together)

Objectives

1. Recognizing that one's thoughts, actions, and feelings may be common to others
2. Recognizing that differences are not unusual and contribute to individual uniqueness
3. Associating seasons with particular months of year
4. Recognizing sequence or chronology associated with personal experiences
5. Developing appreciation for others through greater understanding of beliefs, values, and attitudes of various groups
6. Planning, conducting, and evaluating an interview
7. Developing and organizing personal questions
8. Participating in purposeful, first-hand investigations
9. Extending interests
10. Becoming familiar with the geography and culture of the community, the province, and the country

Initiating the study

Any of the following first-hand investigations would be appropriate as an introduction to the chapter "Meet the Wongs." The transitional nature of the eight and nine-year-old child's maturation and skills is best supported by first-hand investigations or experiences in conjunction with vicarious experiences. A careful balance between these two will provide for maximum learning experiences. Select those experiences and activities that best suit the area in which the school is located and the background of the students.

Examples

First-Hand Experiences
—Visitors to classroom
—Field trips
—Interviews
—Participation programs on site, e.g. local museum
—Events (eyewitness) — building, moving, reconstruction
—Tours
—Sharing a lifestyle — farming, etc.
—On-site activities — graphing, traffic surveys
—Participation study — fall fair
—Student exchange
—Student-planned events — selling oranges, grapefruits, apples

Vicarious Experiences
—Stories
—Tapes
—Storytelling
—Records
—Film
—Picture study
—Photographs
—TV
—Reading

Pages 2-6
Coming to Canada

Direct students to read the introductory paragraph on page 2. Ask them to read until they know how Mrs. Gibson came to meet the Wong family.

DISCUSS:

- What is an interview?
- What would a person need to do to prepare to interview someone?
- What sources of information would he/she use?
- Why must an interviewer have a "good knowledge" of the person being interviewed before he/she is able to have a successful interview?
- How would an interviewer acquire this good knowledge?

Planning an interview

Help students to draw up a list of questions that they would ask the Wongs. Record their responses on the chalkboard or some chart paper. Discuss what responses the Wongs might make to their questions.

Have students complete the reading of "Coming to Canada."

DISCUSS:

- Do you think Mr. Wong and his uncle were adventurous? Why or why not?
- What are some good things about having relatives living with you in your home?
- What activities take place on religious days in your home? How do they compare with the activities of the Wong family?
- In what ways is your family important to you?

What homework?
EVALUATION ACTIVITY

- Divide the class into groups of four or five students each.
- Have the students in each group prepare a list of questions that they can use to ask their family and relatives about their "coming to Canada."
- Have the groups discuss their list of questions with each other.
- Help students to decide which questions will be the most helpful to them in the interview.
- Ask students to use the questions to interview members of their family to find out how they came to Canada.
- Tell students to use the information they collect from the interview to compare the arrival of their own family with that of the Wongs.

Coming to Canada	My family	The Wongs
1. Who was the first to come?		
2. When did the first member(s) come?		
3. How did the first member(s) come?		

"Look at the photograph on page 4 of a Chinese teacher and her students."

- How old do you think the youngest student is? the oldest?
- Why do you think there is such a range of ages in this class?
- How can you tell that this photograph was taken a long time ago?

Reading aloud to students

If possible, use the following stories from *West Coast Chinese Boy* (see bibliography, page 21) as a basis for comparison with the experiences of Mrs. Wong's family.

"My Father" (page 5)
"My Mother" (page 29)
"School and School" (page 22)

Viewing films

Show students the film *My Name is Susan Yee* (see bibliography, page 21) if it is available.

Ask students:
- What changes took place in Susan's family?
- In your opinion, were the changes positive or negative? Give reasons for your answer.
- Who, in the film, was most affected by the changes?
- What would you have done if you had been a member of the Yee family?

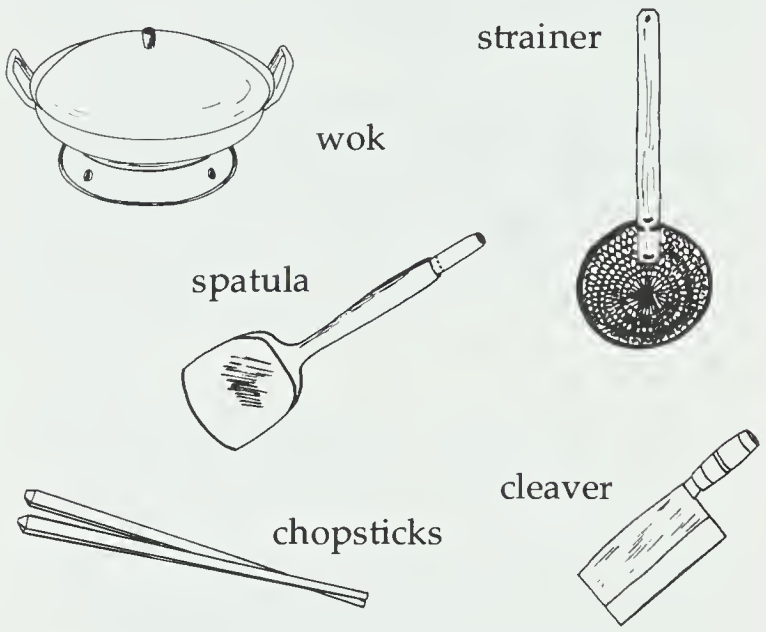
Show students the film *Siu Mei Wong who shall I be?* (see bibliography, page 21) if it is available.

Ask students:
- Why was Siu Mei confused?
- Why did her father want her to continue her Chinese reading and writing lessons?
- Do you think Siu Mei should have given up her ballet lessons? Why or why not?
- Siu Mei had a difficult choice to make. What would you do if you were in a similar situation?
- For what reasons are language and cultural lessons important?

Pages 5-7
A Chinese Meal

Have students read "A Chinese Meal" to find out what the Wong family ate and how the meals were served.

Give students an explanation of the type of cooking utensils used to prepare Chinese dishes.



Ask students to bring any of these utensils that they might have at home to use in a display. Or make illustrations on the chalkboard.

Explain that the utensils are very versatile and therefore few are needed. The *wok* is the most important. It serves as a cooking pan and pot. Its shape, a wide cone rounded at the bottom, with two handles, has been unchanged for centuries. A metal collar adapts it to a gas or electric stove. A wok makes very efficient use of heat. Its constant, even heat makes possible the very short cooking times so important in the preparation of Chinese food. The wok is a very healthy method of cooking because the food is not overcooked.

The *cleaver* is also a splendid and versatile tool. It does all kinds of cutting and chopping with ease and, as well, is used for pounding and crushing. The cleaver is used on a chopping block.

Strainers are used to drain deep-fried food, and *spatulas* are used to lift food from the wok. Their bamboo handles prevent the transmission of heat.

Chopsticks are useful when cooking in oil because they do not become hot the way a metal fork does. The Chinese use chopsticks to eat everything but soup.

Preparing to cook a Chinese meal

If it is possible, invite someone from the community or a home economist from one of the government departments in your area to demonstrate Chinese-style cooking to the class. Or plan your own demonstration. Try to get a pair of chopsticks for each student so that the meal can be eaten with them.

- Select a simple stir-fry recipe to demonstrate how to prepare a Chinese dish in a wok.
- Select several other simple dishes to complete the meal.
- Have students design a menu for the meal that has been planned.
- From the recipes, have students prepare a shopping list of ingredients that need to be bought for the various dishes.
- Take the class to a nearby supermarket or Chinese grocery store to purchase the necessary items.

DISCUSS:

- What other ingredients for a Chinese meal does the store sell?
- What French (cheese), Italian (spaghetti), Scottish (steak and kidney pie), or Mexican (tacos) foods are sold in the store?
- Why do you think such a variety of ethnic foods is available in stores?

Eating with chopsticks

Plan to have students eat their meal with chopsticks if you have been able to get enough for everyone in the class. Before instructing students on how to use chopsticks, ask them:

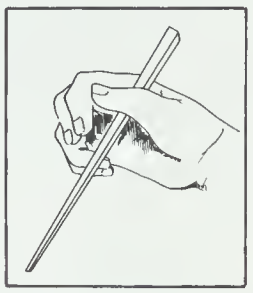
- Estimate how long you think it will take to learn to use chopsticks.
- Record the estimates as a class tally.

Example

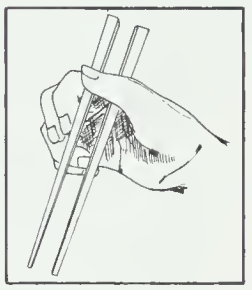
Estimated time needed to learn to use chopsticks	Number of students
- Less than 5 min	
- 5-9 min	
- 10-14 min	
- 15-19 min	
- 20-24 min	
- 25-29 min	
- More than 30 min	

- Instruct students on how to eat with chopsticks.

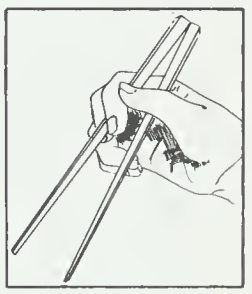
—Hold one chopstick two-thirds of the way from its narrow or round end. Cushion it in the curve of flesh between the thumb and forefinger. Let it rest on the end of the little finger.



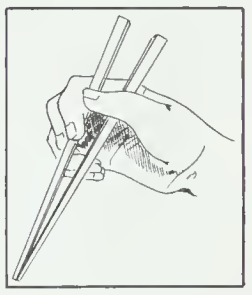
—Close the thumb over the chopstick to steady it. Hold the second chopstick firmly between the thumb and forefinger.



—Allow the middle finger to give the second chopstick support so that it is perfectly free to move, forming an angle with the first chopstick.



—Keep the tips even with one another at all times. Hold chopsticks about 2 cm apart, at an angle to food. "Shovel" food into the mouth from a tilted bowl held close to lips.



- Let students practise picking up small objects with the chopsticks.
- When it is time for students to eat the prepared food, have them record how long it actually takes to learn to use the chopsticks.
- Record the results on a bar graph.
- Compare the estimated times with the actual times.

Cooking and eating a Chinese meal

- Cook the food.
- Serve the meal to the class in the same way as Mrs. Wong served her family.
- Enjoy your meal!

Baking some Chinese cookies

Invite parents or teacher aides to the classroom to assist groups of students in preparing Chinese Almond Cakes.

Students will need: flour, sugar, salt, baking powder, butter or margarine, almond extract, eggs, almonds, metric measuring spoons, metric measuring cups, large bowls, pastry blenders, forks, sifters, wax paper, cookie sheets, pastry brushes, and wire racks.

Chinese Almond Cakes

575 mL sifted flour
175 mL sugar
1 mL salt
5 mL baking powder
175 mL butter or margarine
5 mL almond extract
30 mL water
1 egg
1 egg yolk
15 mL water
36 whole blanched almonds

1. Sift flour, sugar, salt, and baking powder into large bowl.
2. Using a pastry blender, cut in butter until the mixture resembles coarse corn meal.
3. Beat egg with 30 mL of water and almond extract.
4. On lightly floured surface, knead dough until smooth. Wrap in wax paper. Refrigerate one hour.
5. After dough has been chilled, preheat oven to 160°C.
6. Form dough into balls 3 cm in diameter. Place 8 cm apart on ungreased cookie sheet.
7. With palm of hand flatten each cookie into a circle 5 mm thick. Press almond into centre of each.
8. Combine egg yolk with 15 mL water. Brush on cookies.
9. Bake 20-25 min or until golden brown. Cool on wire rack. Makes about 3 dozen.

Solving a fortune cookie mystery

Purchase some fortune cookies from a store that specializes in Chinese goods. Explain to the class that each cookie contains a slip of paper with a fortune written on it. Give each student a cookie. Divide students into work groups. Tell students:

- Examine your cookie's shape and imagine how it was made.
- Break your cookie open.
- Remove the fortune slip and eat your cookie.

Task 1

- Share your fortune with others in the group and discuss what you think it means.
- Write a fortune for someone else in the group.

Task 2

- Choose a person (in the group) to lead a ten-minute discussion on the question, "Is the fortune cookie Chinese in origin?"
- Write "yes" or "no" to the question on a ballot when the ten-minute time limit for discussion is over.
- Count the ballots and display the results of the vote.
- Do some research to investigate the real answer to the question.

Suggest some resources that the students might use in their research. Put a time limit on the investigation. Be sure to set some time aside each day to discuss and record results and findings.

Baking your own fortune cookies

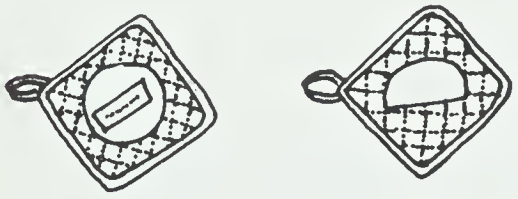
Invite parents or teacher aides to the classroom to assist groups of students to prepare Chinese fortune cookies.

Students will need: cake flour, sugar, oil, cornstarch, egg white, water, measuring cups, bowl, spoon, small skillet, spatula, pot holder, and muffin tins.

Fortune Cookies

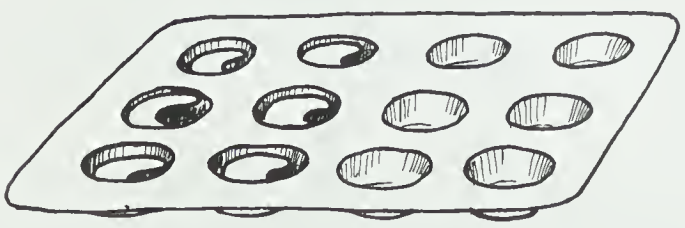
240 mL cake flour
120 mL sugar
120 mL oil
60 mL cornstarch
60 mL water
1 egg white

1. Prepare fortunes on small strips of paper (see note that follows).
2. Mix dry ingredients together.
3. Stir in oil.
4. Add egg white and stir.
5. Add water and mix until smooth.
6. Heat a small, lightly oiled skillet.
7. Drop 15 mL batter into skillet and spread around to form a 9 cm circle.
8. Cook about 4 minutes over medium heat.
9. Turn cookie over with spatula and cook 1 minute longer.
10. Remove cookie, place it on a pot holder.
11. Place fortune slip in centre and fold cookie in half.



12. Lift cookie and bend it over the edge of a bowl.

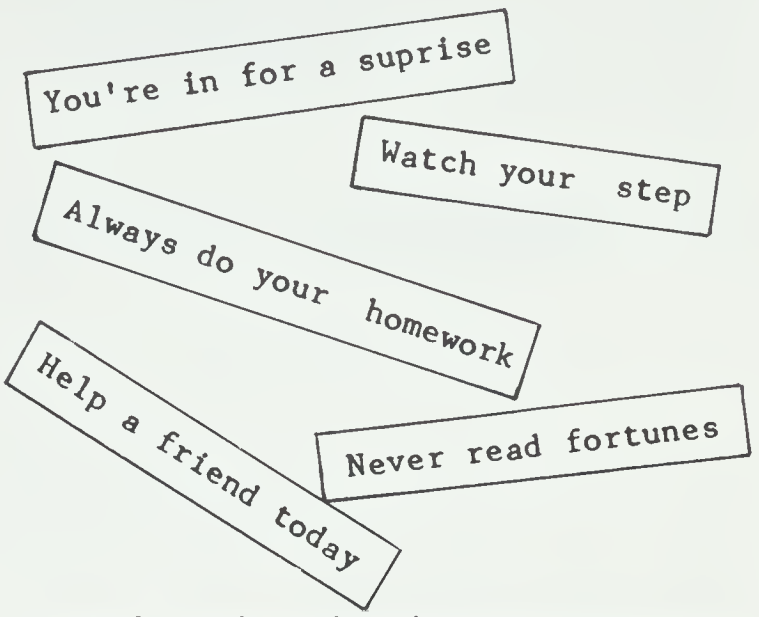
13. Place in muffin tin to cool.



14. Make the next cookie.

Makes 32 cookies.

Students can write their own sayings to put into the fortune cookies. Remind students that fortunes can be serious or funny, but they must be kept short.



Let students share their fortune cookies with other classes.

Using your atlas: continents and oceans

Tell students to use their atlases to:

- Find the continent where China is located. Name it.
- Find the continent where Canada is located. Name it.
- Compare the sizes of the oceans surrounding Canada and China. Name them in order of size.

Page 7
Growing up in Canada

"Read pages 7 and 8 to find out how Mrs. Wong's childhood was different from Alan's."

DISCUSS:

- How does Alan feel now about learning to speak Chinese?
- Why is it important for us to understand and learn about other lifestyles?
- What does the dedication (in the students' texts), opposite to page 1, mean when it states, "May you know one another and grow together"?

Making a chart

Have students make a class chart to show the various ethnic groups and languages of classmates and the cultural festivals that they participate in.

Example

Ethnic groups	Languages	Festivals

Ask students why they think Canadians have such a variety of lifestyles.

Reading aloud to students

If possible, use the story "Learning to Write Chinese" (page 27) from the book *West Coast Chinese Boy* (see bibliography, page 21) as an introduction to Chinese writing or calligraphy.

DISCUSS:

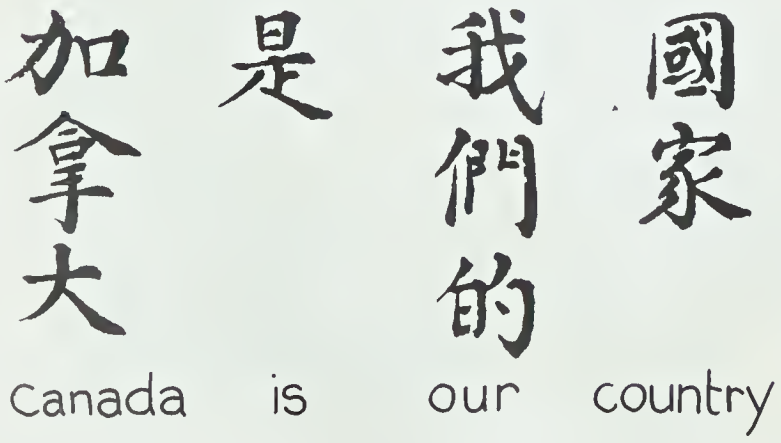
- How is Chinese writing done?
- What skills are needed for Chinese writing?

Trying calligraphy

Students will need: paint brushes, paint, newsprint.

Ask students:

- Try copying the Chinese lettering on page 8.
- Design some of your own "picture writing" to display.



Pages 8-10
A Visit to China

"Read pages 8-10 to find out how Mrs. Wong felt about China when she went there for a visit."

DISCUSS:

- What preparations would Mrs. Wong have made in order to go to China for a visit? (List them on the chalkboard.)

  Direct students to collect information, such as maps, pamphlets, and tourist booklets, that would help Mrs. Wong make her travel arrangements for her trip to China.
- What is a festival?
- What was the highlight for children at the festival of Double Nines?
- What are some festivals that you participate in and how are they celebrated?

Making kites for a festival

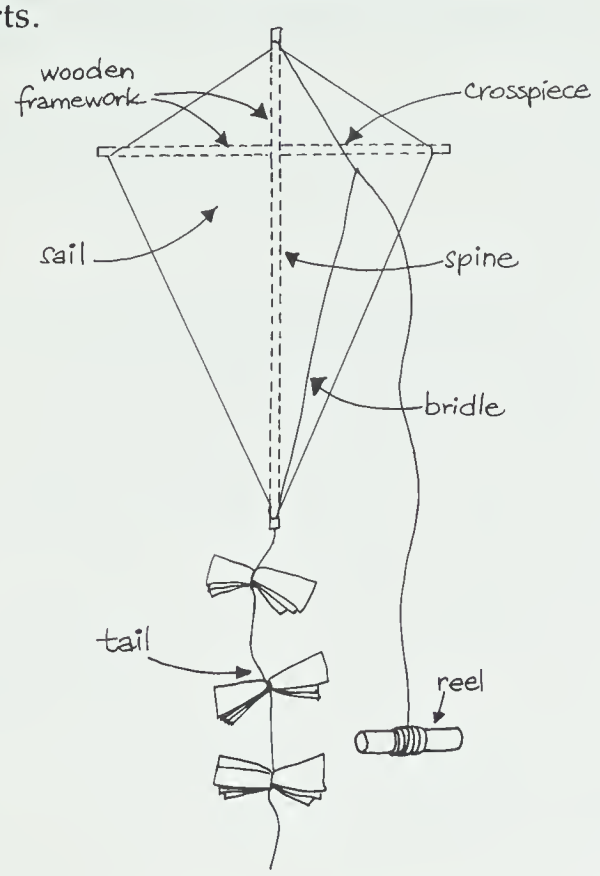
Tell students that kites were in use in China long before history was written down. One Chinese legend tells how the people of the Han dynasty were saved from a barbarian army by the clever use of kites. A wise scholar was called by the emperor to make a plan to defeat the great army of the enemy. When the scholar climbed the wall of the palace to think about his problem, the answer came to him.

He advised the emperor to have a number of kites made. Then he sat down and made a number of special-sounding devices.

At the eeriest time of night, the kites were flown over the enemy camp. The wind in the sounding devices sounded like moans and wails. The enemy thought the gods were warning them that they would be destroyed and fled in terror.

Students will need: kraft paper (76 × 91 cm) or a plastic garbage bag, 167 cm of 2 mm ($^3/_{16}$″) birch dowelling, string or cord wound on a tube, glue, tape, large safety pin, thick stick for reel, crêpe paper or scraps of material.

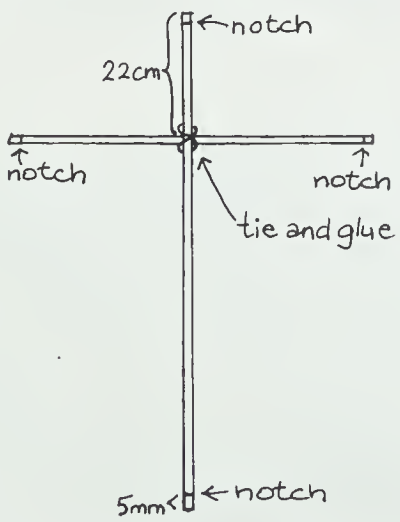
Before demonstrating to students the procedure to follow when making a kite, instruct them on the main parts of a basic kite. Draw this diagram on the chalkboard and label the parts.



Explain and demonstrate each step in constructing a kite to students and then assist individuals or small groups as they follow each step. Follow this procedure.

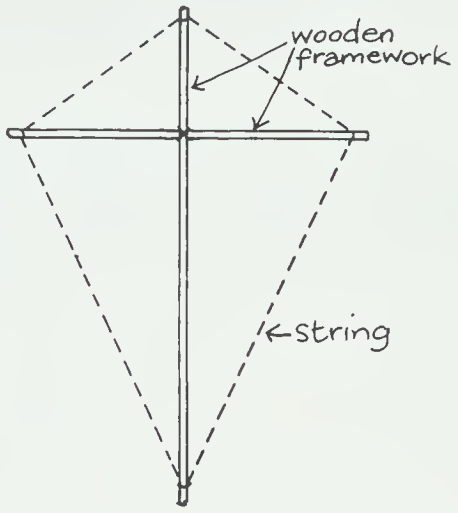
Wooden Frame

- Cut the dowelling into two pieces so that the crosspiece is 76 cm long and the spine is 91 cm long.
- Notch the crosspiece and the spine 5 mm from each end.
- Place the crosspiece 22 cm from the top of the spine.
- Tie in place with string, then add glue.



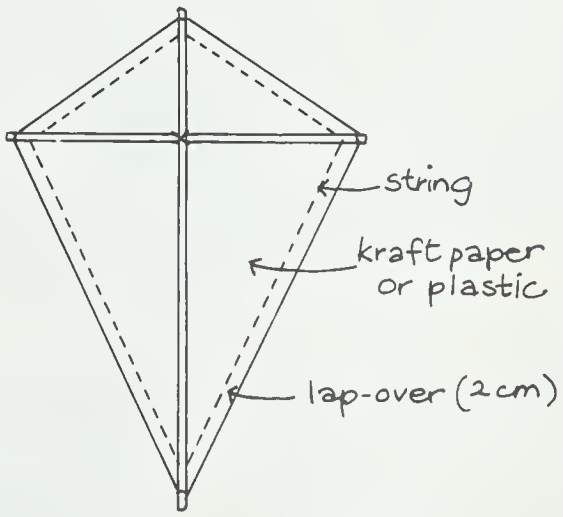
String Frame

- Make a string frame around the outside of the wooden frame by looping the string around the notches on each end of the spine and crosspiece.
- Add glue to the notches to prevent the strings from slipping.



Sail

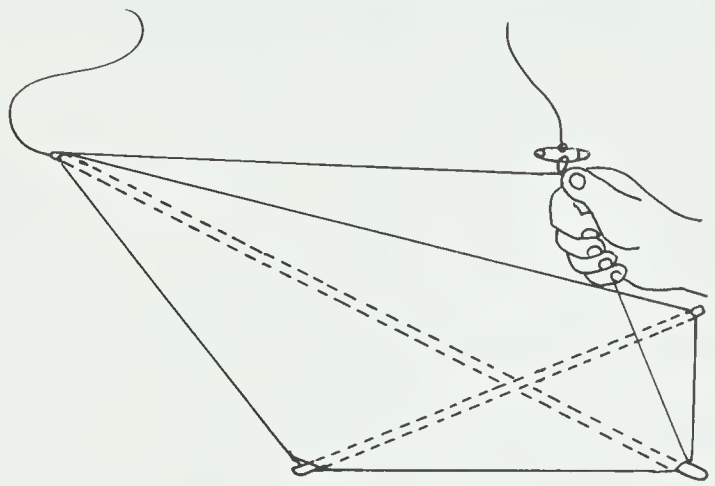
- Lay the completed frame on the kraft paper or plastic garbage bag.
- Trace around the outside of the frame to get the exact shape of the sail.
- Add 2 cm extra to allow a lap-over for glueing.
- Leave gaps where the ends of the wooden framework protrude.



- Fold the paper (or plastic) over the string and glue (or tape) it down so the sail is tight on the frame.
- Be sure the crosspiece sits flat on the sail.
- Decorate the sail with paint, magic markers, or paper cutouts.

Bridle

- Cut a piece of string or cord at least 136 cm long (one and a half times the length of the spine).
- Fasten it to the top and bottom of the spine.
- Lay the kite flat on the floor and pick up the bridle about the level of the crosspiece.
- Make a loop on which to attach the line.

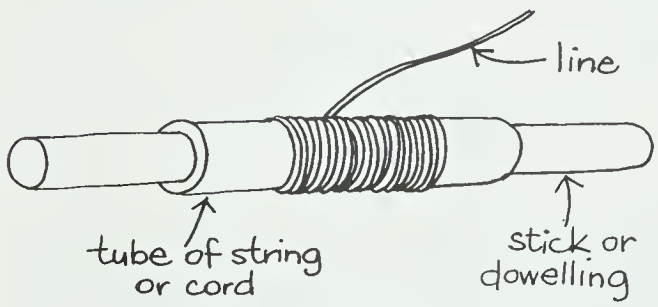


Line

- Attach one end of a line securely to a large safety pin.
- Attach the pin to the loop in the bridle.

Reel

- Put a thick stick (or a piece of dowelling) through a tube of string or cord. If the string or cord does not come wound around a tube, wind it around a piece of broomstick.



Tail

- Cut a piece of cord at least seven times the length of the kite.
- Attach it to the bottom of the spine.
- Cut pieces of crêpe paper or material 35 cm × 5 cm.
- Fold these pieces in half and tie them to the cord.
- Space them 10 cm apart.

Happy kiting!

Page 12
Remembering

"Read page 12 to find out how the Festival of the Cowherd Boy and the Spinning-maid began."

DISCUSS:

- What celebration in Canada reminds you of the story Mrs. Wong told about the festival of the Cowherd Boy and the Spinning-maid?

Encourage students to collect reminiscences of parents or grandparents of celebrations in their youth. These could be written down in booklet form or recorded on tape to share with class members. Give students an opportunity to discuss the similarities and differences between their grandparents' youth and their own.

Pages 12-13
Customs and Festivals

"Read pages 12-13 to find out how the New Year is celebrated by the Chinese."

DISCUSS:

- What is a custom?
- Make a list of some customs you are aware of.
- Why do people who come to live in Canada maintain some customs of their homeland?
- Is there value in maintaining customs? Why or why not?
- Which of the customs on your list would you maintain? Why?
- Which of the customs on your list would you not maintain? Why?

Enhance students' understanding of Chinese festivals by reading aloud to them from *West Coast Chinese Boy* (see bibliography, page 21). As well, encourage students to collect as many other materials on Chinese festivals as they can. Give students the opportunity to examine all the resources.

Celebrating a Chinese festival

Work with students to select one of the Chinese festivals and make plans together to celebrate it as a class. Divide the class into a number of committees to organize various aspects of the festival.

Pages 16-17
Chinatown

"Look at the photographs on page 16."
- What Chinese foods can you identify in the pictures?
- Find the photo that shows brushes and ink used for Chinese writing.
- What other items can you identify?

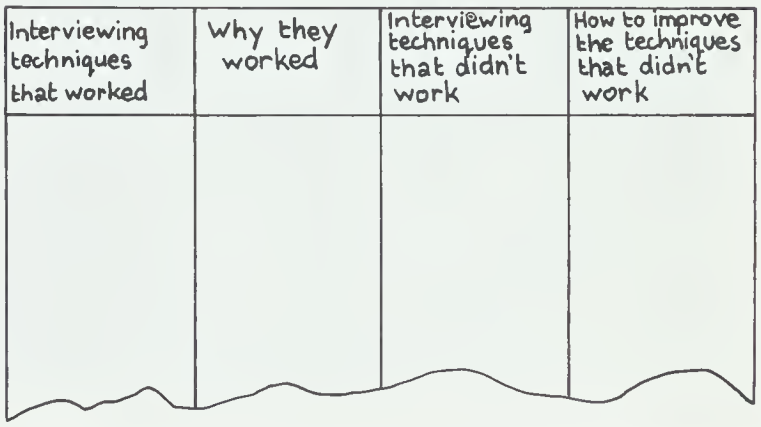
DISCUSS:

- What would your family go to Chinatown for?
- What services does Chinatown provide for the Chinese community in a large Canadian city?
- Why might a newcomer from China like to visit Chinatown?

Conducting an interview
EVALUATION ACTIVITY

After students have conducted the interview on page 17, encourage them to discuss their interviewing techniques with their group. Following the discussions, ask students to prepare a group evaluation chart to show which interviewing techniques were successful and which were not.

Example


Interviewing techniques that worked
Why they worked
Interviewing techniques that didn't work
How to improve the techniques that didn't work

Parallel studies

Use the study of the Wongs as a basis for designing a cultural study suitable for your students.

Study one of the following topics.
- cultural composition of class members
- community composition
- issues in the community
- history of the community
- cultural centre in the area

Bibliography

For teachers
Print materials
Lim, Sing. *West Coast Chinese Boy.* Montreal: Tundra Publications, 1979.

Non-print materials
My Name is Susan Yee, National Film Board. 1975. 12 min, colour, 16 mm.
Siu Mei Wong who shall I be? Learning Corporation of America, Marlin Motion Pictures. 15 min, colour.

For students
Print materials
Jue, David F. *Chinese Kites — How to Make and Fly Them.* Vermont: Charles E. Tuttle Co., 1967.
Lim, Sing. *West Coast Chinese Boy.* Montreal: Tundra Publications, 1979.
Newnham, Jack. *Kites to Make and Fly.* New York: Penguin Books, 1977.

2. Annie Martin's Old Order Mennonite Family

Introduction

Fry Readability Scale: Mid Grade 4

Students are invited to spend a week on an Old Order Mennonite farm with the Martin family. The week's events are dealt with on a daily basis. A variety of Mennonite sketches, photographs and many other illustrations lend strong support to the text.

Events follow this sequence:

pp.	
18-20	*Introduction* (Beliefs as a way of life)
20-23	*Monday* (Annie at school)
24-26	*Tuesday* (A buggy ride and a school project)
27-28	*Wednesday* (A barn-raising bee)
29-31	*Thursday* (Pete's day on the farm)
33-34	*Friday* (Preparing for market)
35	*Saturday* (Market day)
35-39	*Sunday* (The meeting house and visiting the Bakers)

Objectives

1. Recognizing that one's thoughts, actions, and feelings may be common to others
2. Developing appreciation for others through greater understanding of beliefs, values, and attitudes of various groups
3. Developing insights into the functioning of groups and the individual's role in them
4. Developing an understanding of such concepts as *community, conflict, culture,* and *independence*
5. Using cardinal directions and intermediate directions when working with maps
6. Planning procedures, rules of behaviour, questions, things to look for
7. Gathering, recording, summarizing, and evaluating information with help from the teacher

Focus on the idea that group life is basic to Old Order Mennonite people. It creates a cohesive community lifestyle. All the activities within the family and the community contribute to the well-being of all the members. Co-operative activities, "looking after our own," and adhering to the "rules of the Church" are fundamental to the Mennonite way of life. Religious and cultural beliefs govern very strictly the everyday life of each member of this Mennonite community.

In order to give students a base of experience to help them relate to this type of lifestyle, read the novel *Kristli's Trees* by Mabel Dunham (see bibliography, page 33) aloud to students along with the study of this chapter if it is available.

Pages 18-20 Introduction

If possible, introduce this chapter by showing the CBC film *Plain People* (see bibliography, page 33). It is a documentary on the Mennonites near Elmira, Ontario. The events shown in the film are an auction sale; activity in a one-room schoolhouse; children collecting stones with a stoneboat; collecting, processing, and selling syrup; a barn-raising; a church service.

If this film is not available, use the illustrations on pages 18-19, 21, 24, 27-30, and 35 for discussion.

DISCUSS:

- How do members of the Old Order Mennonite group earn money?
- What responsibilities do children have?
- What beliefs does the group live by?
- Why do members of the group dress alike?
- What happens to a member of the group who does not conform to the rules of the church?
- Why do you think some members of the group decide not to follow the rules of the church?

"Read pages 18-20 to find out why the Martins live apart from the rest of the world."

DISCUSS:

- How is Annie Martin's lifestyle like yours?
- How is it different from yours?

Ask students:

- Make a chart to show the ways in which Annie's lifestyle is similar to yours and how it is different.

Example

	Similar	Different
Food		
Clothing		
Shelter		
Occupations		
Education		
Transportation		
Leisure activities		

Making a job chart

Divide students into groups of 4 to 6 people.

Ask students:

- List the items in your home that could not be used without electricity.
- Beside each item write the jobs or tasks that it is used for.
- Estimate the time needed to complete the job or task with electricity and without it.

Example

Job	Laundry	Cooking
Electrical tool or machine used to do job	Washing machine	
Time needed to complete job using electricity	35 min	
Non-electrical tool that can be used to do the same job	Hands	
Time needed to complete job without electricity	2h	

- What are some advantages of living without electricity? some disadvantages? Share your results and ideas with the other groups.

"Look at the illustration on page 19."

DISCUSS:

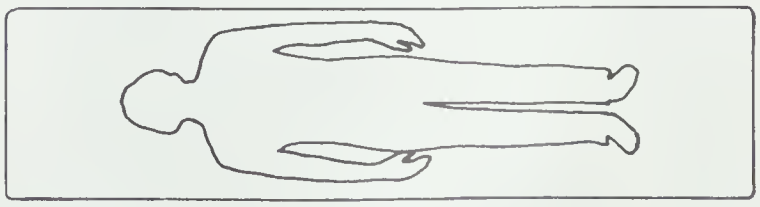
- What advantages would there be if everyone wore the same clothing?
- Would you like to wear the same clothes and hairstyle as your friends and everyone else in your community? Why or why not?
- Why do so many people wear jeans? What are the advantages?
- What other items of clothing do many people wear? Why?

Designing a school uniform

Students will need: long pieces (1.5 m) of kraft paper, crayons, poster paint, paint brushes.

Ask students:

- Choose a partner to work with.
- Take turns tracing a rough outline of each other on sheets of kraft paper.
- Use poster paint to design a student uniform for your school.
- Display your design and point out its features.



Pages 20-26
Monday/Tuesday

"Read pages 20-26 to find out about Annie's school. As you read, compare Annie's activities and time schedules with your own."

DISCUSS:

- Describe a situation when you felt as upset or frustrated with your school work as Annie did.
- What did you do about your frustration? How did it help?
- What adults do you turn to when you need help?

Learning a "lesson"

Tell students that Annie learns memory-work verses that have a "lesson" in them. Read "Good Study Habits" aloud.

Help students to:

- Find some proverbs or verses with a "lesson" in them.

Ask students:

- Make a poster to illustrate the proverb or verse.
- Display your poster.

DISCUSS:

- What did Mrs. Eby mean when she said, "Don't eat yourself full"? What are some other ways of saying the same thing?

Mrs. Eby and Mrs. Weber brought lunch to the class. People in Annie's community take turns doing this job.

DISCUSS:

- Do you think it is a good idea for the members of a community to take turns bringing lunch to school? Why or why not?
- What are some benefits to children when community members take turns bringing lunch to school?
- What are some of the benefits to adults when they take turns helping out at school?
- Why is it a good idea for the members of a community to co-operate and help each other with certain jobs?

Helping hands

Most schools have a number of helpers or volunteers that come on a regular basis, or whenever they are needed, to assist teachers. Work with students to make a list of the helpers in the school, how often they come, and what jobs they do.

Example

School helper	When they come	What they do
Lunch supervisor	At lunch time	Supervise students that stay for lunch
Crossing guard	Before school begins in the morning, at lunch time, when school is finished for the day	Help students cross busy streets safely
Library helper	Once a week	Repair books, make displays, shelve books

DISCUSS:

- Is it a good idea to have a doddy-house so that grandparents can live with their family? Why?
- Would you like to be a member of Annie's family? Why or why not?
- Pete painted the shiny brass knobs on his harness black because Grossdoddy thought they were too "worldly." Would you change or give up something if a member of your family asked you to? What would your decision depend on?

Comparing school activities

Ask students:

- List the school activities that Annie's class took part in on Monday and Tuesday.
- Make a list of the class activities that you took part in on Monday and Tuesday.
- Compare the activities. How are your lists of activities the same? How are they different?

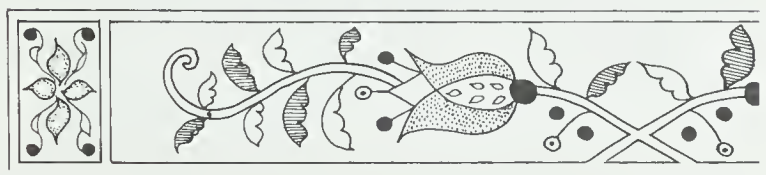
Lettering in fraktur

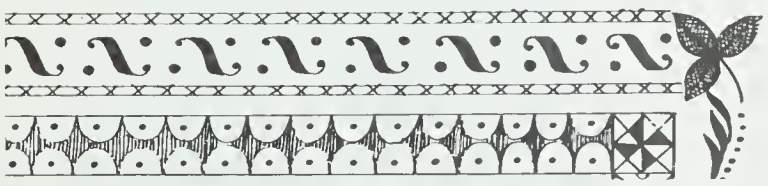
Fraktur is a loose category used to describe the combination of calligraphy and decorative elements used in order to produce aesthetically pleasing work. Fraktur has two fundamental elements; the calligraphic (page 41) and the pictorial (page 26).

Students will need: ink, #2 pen nib with a wide point, paper.

Ask students:

- Look at the *border* patterns on pages 40-43.





- What shapes can you find?
- Design your own border pattern for a notebook with similar shapes using pen and ink.

Read the poem "The Old Order Mennonite Way" from *Pennsylvania Dutch Fun, Folklore, and Cooking* by Mary Ann Horst (see bibliography, page 33) aloud to the class. Follow it with the suggested discussion questions.

The Old Order Mennonite Way

While progress and change and speed
Are the order of the day,
Still a few folks quietly live
The Old Order Mennonite way.
Ach, they don't need a car or T.V.
By horse and buggy they're happy to go

To meeting house or auction sale
And they don't find the pace too slow.
I have a few kinsmen and friends
Who live this good Old Order Way;
They get up at five or six
And oft work a long hard day.
And ach, they seem more content
Than lots of the folks that I see,
With jewels and furs and sleekest cars
And the latest model T.V.

I sometimes feel as I watch
Life lived in the Old Order Way,
That I'm getting a glimpse of a life
Of ole bygone yesterday.
And I'm not so sure as I watch
The fast life of our modern day,
That we're really so far ahead
Of the Old Order Mennonite way.

Mary Ann Horst

DISCUSS:

- Do you agree with Mary Ann Horst when she says, "And I'm not so sure as I watch/ The fast life of our modern day,/ That we're really so far ahead/ Of the Old Order Mennonite way."? Give reasons for your answer.
- Would you like to live on an Old Order Mennonite farm? Why or why not?
- What kinds of activities take up the Martins' time?
- How would your lifestyle change from what it is now if you went to live the Old Order Mennonite way?
- What activities would you do if you did not have a television?

26 Read the poem "Mennonite Farmer Lad" from *Pennsylvania Dutch Fun, Folklore, and Cooking* by Mary Ann Horst (see bibliography, page 33) aloud to the class. Follow the oral reading with the activities that follow the poem.

Mennonite Farmer Lad

A curly headed little lad
And bright and handsome, too,
He wore homemade blue denim pants
As Mennonite farm lads do.
He had a dog and a little stuffed bear,
Though of toys he hadn't much,
A happy lad from the quiet land
Of the Pennsylvania Dutch.

The years passed by and the little lad
Grew to a fine young man,
And many a giddy young country lass
Coyly devised sly plans,
To catch the eye and win the heart
Of this handsome young farmer man.

There came a day when the youth declared
That he wanted to try his luck,
Away from his home in the quiet land
Of the Pennsylvania Dutch,
And many a lassie shed hot tears
At this dastardly trick of luck.

Long years have passed since this country lad
From his farm home went away.
To-day a few lines etch his brow
And his hair is tinged with grey.

Some time ago I had a chat,
With this former farmer lad,
And I asked, "And how are things with you?"
And he said, "Oh, really not bad.

But I'm not so sure I was so wise
The day that I left behind
Farm life with all its humdrum toil,
For I left it only to find
That the bustling noisy city life
Is more of a wearying grind.

I've had enough of the town's fast pace,"
He said with a weary sigh,
"I'd rather live in a little house
In the quiet countryside."

And as we talked my mind went back
To that long past yesterday,
When a handsome lad so joyously
From his farm home went away.

An eager, vigorous farmer lad
Wanting all he could get out of life,
Enchanted with all the blare and the noise
And the beckoning, glittering lights.

And my heart moved with pity for the man,
Now older and wiser grown,
The lad, who folks say, has come a long way
From the old Pennsylvania Dutch home.

Mary Ann Horst

Illustrating a poem

Assist students in listing the main ideas of the poem "Mennonite Farmer Lad." Write them on the chalkboard. Divide the class into work groups of 5 or 6 students each. Direct each group to select one of the main ideas of the poem to illustrate. For example, three groups could illustrate the life of the young farmer lad as a member of the Old Order Mennonite community, while the other three groups could show the contrasting life as a city dweller. Have students include such categories as clothing, shelter, beliefs, transportation, everyday work, and seasonal activities.

Designing your own birth record

Have students study the illustration on page 26 that shows Susanna Martin's birth record. Encourage students to choose designs that are large, clear, and simple. Have students study the instructions for fractur writing on page 41.

Students will need: burlap, wool, large-eyed plastic bodkins, magic markers.

Notes to teacher

- Large-eyed plastic bodkins are best for stitching since they are safe and easy to use.
- Burlap is a good material to use as its open weave allows the wool and bodkin to pass through easily.
- Teach the following basic stitches to the pupils before they begin working.

running stitch – – – – – – – –

outline stitch

satin stitch (for filling in shapes)

french knot

- Use a simple stitchery book as a reference.

As alternatives to these materials, pupils may wish to use:

- inks (coloured and black)
- magic markers
- dyes or paints
- oil pastels

Tell students:

- Trace your design on burlap with a magic marker.
- Stitch your birth record design, name, and date with heavy wool.
- Select a variety of colours for stitching.

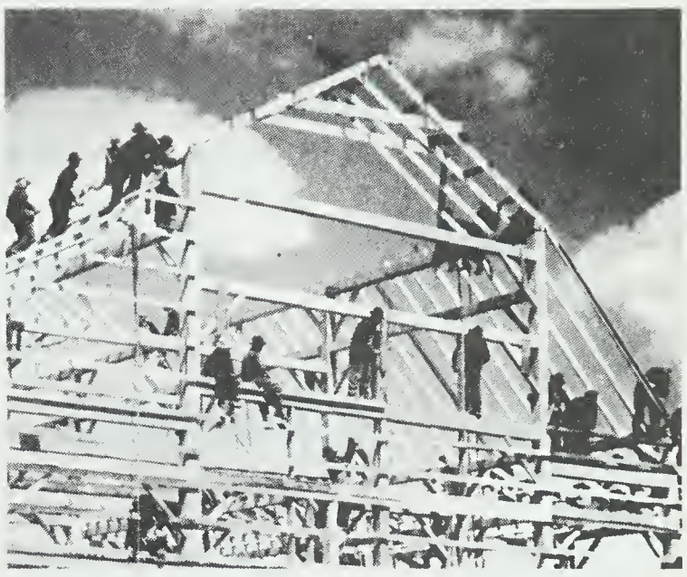
Writing your own poem

Ask students:

- Try writing your own verse or short poem about either Annie Martin's way of life or your own.
- Write your verse in fraktur lettering.
- Design a border.
- Display your poem in a class booklet or scrapbook.

Pages 27-29
Wednesday

"Look at the picture on page 27 of your textbook."



DISCUSS:

- On what part of the barn frame are most of the people working?
- How many people can you see?
- What advantages would there be in having so many people work together on this kind of an activity?

Tell students that even though families spend a great deal of time working on their own farm, they also look forward to the times when they meet to socialize with their neighbours in town, at the meeting house, and during Sunday visits. There are other times, such as barn-raisings, when families meet to work together. Co-operation is an essential part of each family unit as well as the community.

DISCUSS:

- What problems or disagreements do you think people building a barn might encounter?
- How do you think they will solve their problems?
- Would people building a barn need a leader? Why or why not?
- Is it always a good idea to have a leader? Give reasons for your answer.
- When is it a good idea to have a leader? Why?

"Read pages 27-28 to find out why the Rudys were having a barn-raising."

Have students study the illustration on page 29.

DISCUSS:

- How do you think the design for the quilt was decided?
- What do you think these women would talk about as they worked on the quilt?
- If you were a member of this quilting group would you notice if the person next to you was stitching in a careless and quick manner? What would you do?

The following skills are inherent in activities designed for co-operation.

Pupils with little experience in co-operative planning and working will require guidance and support to complete the following tasks and evaluations.

The objective of these activities is the development of the following skills.

Interpersonal Skills

1. Compromise and co-operate when conflict arises
2. Demonstrate ability to accept positive criticism when warranted
3. Make choices and decisions
4. Be aware that one person's behaviour can cause approval or disapproval in others
5. Work in a group without supervision

Group and Discussion Skills

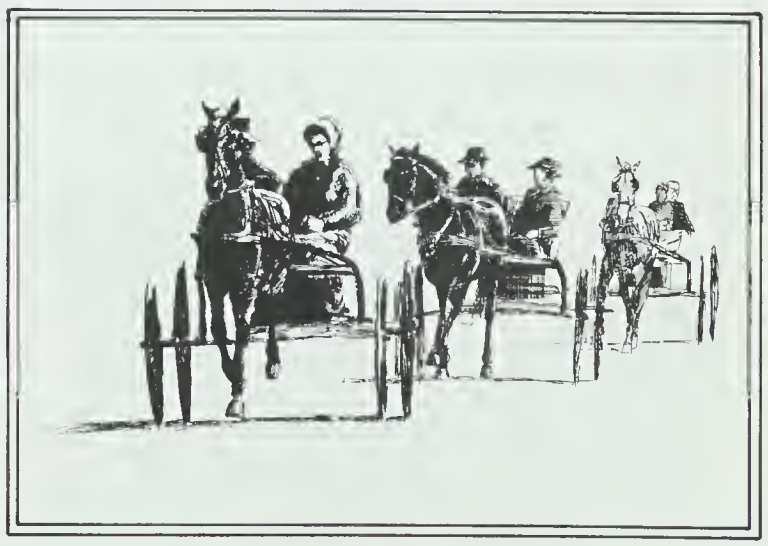
1. Take part in making rules needed by group
2. Demonstrate development of ability to keep to task and stay on topic
3. Accept role of leader or follower
4. Contribute to solving of group problems
5. Accept and abide by decisions of group

Working with a partner
EVALUATION ACTIVITY

Tell students that Old Order Mennonite people travel in different types of vehicles for different tasks or according to the seasons of the year.

The four types of vehicles used include the dach-wegli, democrat, cutter, and hay-wagon.

dach-wegli



democrat

cutter

hay-wagon

Divide students into pairs to work on constructing a model of one of the vehicles used by the Mennonites.

Students will need: pipe cleaners, small boxes or cardboard, counting sticks, toothpicks, Plasticene, paint, string, glue.

Tell the class that each pair of students must work co-operatively to build their model vehicle. Before beginning to build their model, tell students:

- Decide which type of vehicle to build.
- Make a list of the materials needed.
- Draw a plan of the vehicle.
- Write a display card to give information about the model.

Evaluating working with a partner

- At the conclusion of the activity, each student completes the following questionnaire independently.
- How easy was it for you to work with another person?
  ☐ very easy ☐ easy ☐ fairly easy
  ☐ hard ☐ very hard
- How easy would it be for you to do a project like this by yourself?
  ☐ very easy ☐ easy ☐ fairly easy
  ☐ hard ☐ very hard
- What are some good things about working with a partner?
- What problems did you have working with a partner?
- Which one of you acted as a leader?
- How did you decide who was going to be the leader?
- Share and discuss your questionnaire with your partner.

Working with a group
EVALUATION ACTIVITY

Divide students into groups of 4 or 5. Direct students to construct a model of a barn like the one illustrated on page 27.

Students will need: counting sticks (thin balsa sticks — 20 cm and 25 cm long), glue, paper, paint.

Tell the class that each group of students must work co-operatively to build a model barn. Before groups begin to build the model, tell them:

- Choose a leader for your group.
- Make a list of the materials needed.
- Draw a plan of the barn.
- Decide how to proceed with the model.

Evaluating working with a group

At the conclusion of the activity, each student completes the following questionnaire independently.

- How easy was it for you to work in a group?

  ☐ very easy ☐ easy ☐ fairly easy
  ☐ hard ☐ very hard

- How easy would it be for you to do this kind of project by yourself?

  ☐ very easy ☐ easy ☐ fairly easy
  ☐ hard ☐ very hard

- How easy would it be for you and a partner to do this project?

  ☐ very easy ☐ easy ☐ fairly easy
  ☐ hard ☐ very hard

- Was it easier or harder for you to work with a group than a partner?
- What are some of the good things about working in a group?
- How well did the leader manage the group?

Share and discuss the results of your independent questions with your group.

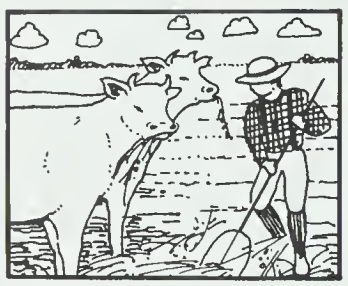
Pages 29-31
Thursday

Pete's Day

Before Breakfast

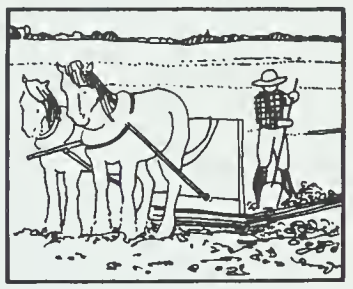
1. Milking

2. Cleaning out the barn

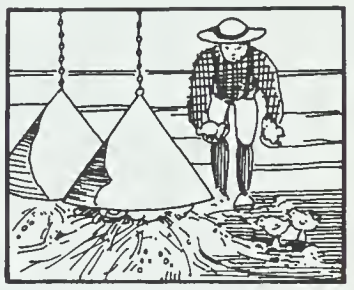


3. Feeding the cattle

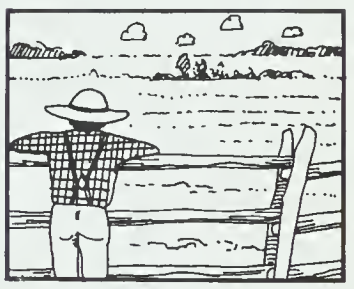
After Breakfast



4. Spreading manure



5. Putting new chicks in the brooder



6. Checking the field to see when ploughing can start.

"Read pages 29-31 to find out what jobs Pete had to do every day."

Tell students:

- Make a list of Pete's jobs.

DISCUSS:

- Which chores would have to be done all year long?
- Which chores would only have to be done in the spring? Explain.

Completing a job chart

Ask students to complete this table showing jobs that had to be done on the Martin farm during each season of the year.

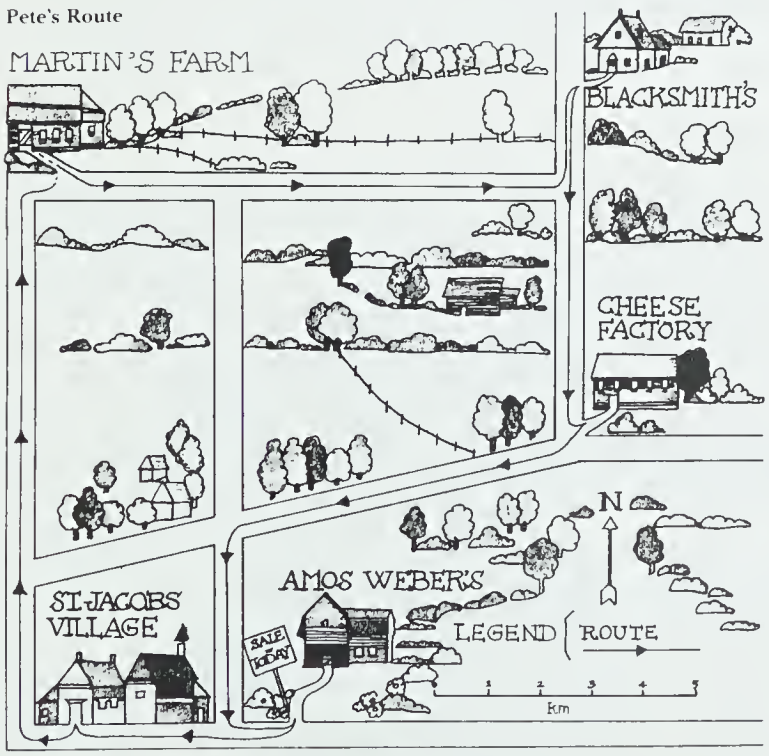
Winter		Spring		Summer		Autumn	
Job	Time	Job	Time	Job	Time	Job	Time
		Milk cows Feed cows Collect syrup Feed chickens	5am 6am				

Page 32
Mapping Skills

Making a model map of Pete's route

EVALUATION ACTIVITY

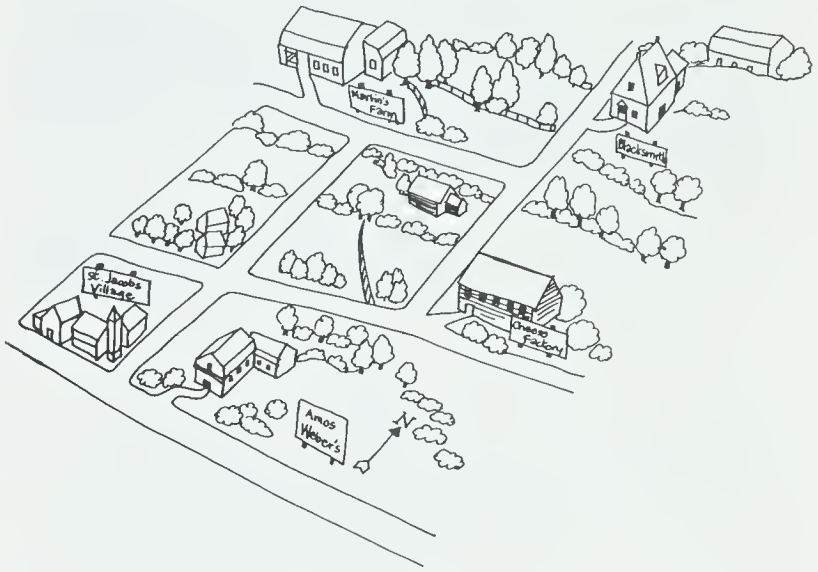
Use the map on page 32 as the basis for this model.



Students will need: small cardboard boxes, paint, Plasticene, crêpe paper, kraft paper.

Tell students:

- Study the features on the map showing Pete's route and sketch a rough plan on a large sheet of kraft paper.
- Use the sketch to construct, on a tabletop or a piece of masonite, a corresponding three-dimensional model of the map (use boxes for buildings, etc.).
- Label place names and roads. Indicate North and vegetation on your model.

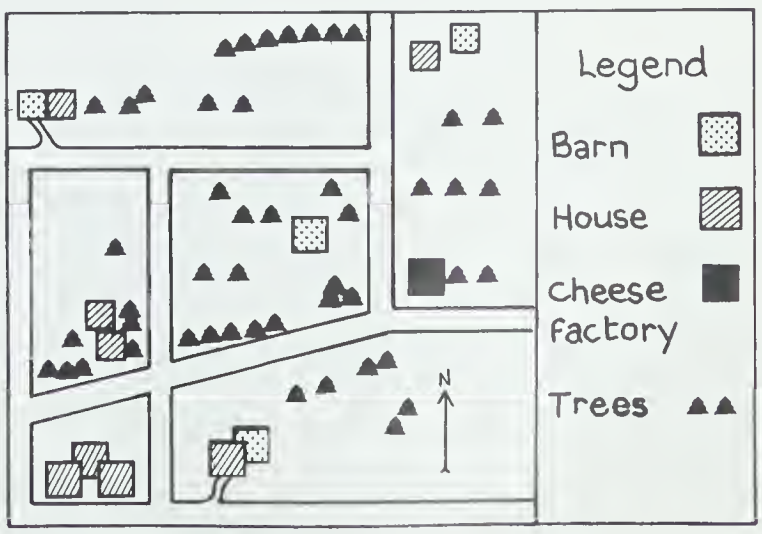


The information in the three-dimensional model of the neighbourhood can be used to create a two-dimensional pictorial map.

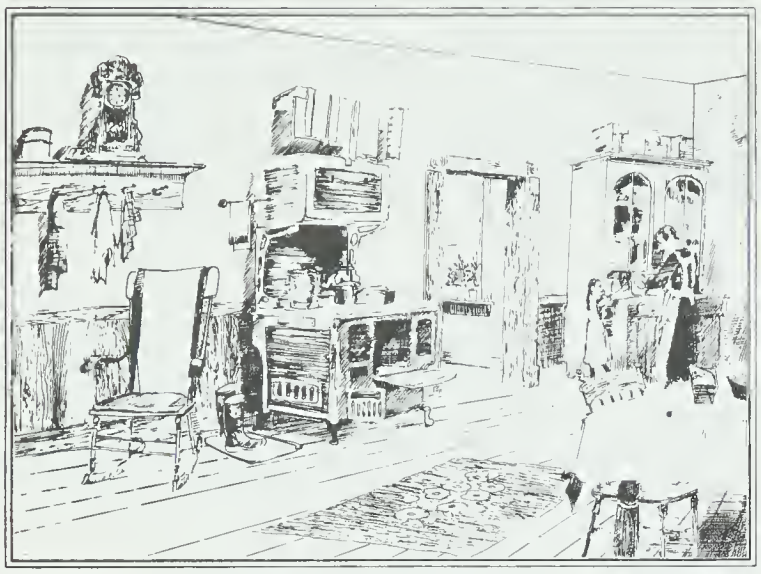
Tell students:

- Trace around the models on the table top to create a map similar to the original sketch (picto-map).
- Colour the tracings according to a key (e.g. green vegetation, red houses, black barns, yellow cheese factory, etc.).
- Develop symbols for the map.
- Create a legend for the map symbols.

Example



Pages 33-35
Friday/Saturday



Develop a list on the chalkboard of the ways in which students' families earn money. Use it as a basis for comparison and discussion as you read in this section in what ways the Martin family earns money.

"Read pages 33-35 to find out how the Martin family earns money."

DISCUSS:

- In what ways do the Martin family earn money?
- Who in the family looks after each chore?
- Which members in your family earn money?
- Do you think children should earn an allowance? Explain.
- Do you think children should be paid for doing chores? Explain.

A money-raising project

A money-raising project could be planned for a suitable time of the school year to coincide with a charity drive or for a class activity. Plan how your class could raise money for either of these. Consider a mini-market, auction, or fair. Old Order Mennonites sometimes use these methods to raise money for their relief funds. Students may wish to sell baked goods, preserves, hobby items, plants, or auction items from home.

Pages 35-39
Sunday

Examine the photograph of the meeting house on page 35. Explain to students that:

- Men and women enter by separate doors and sit with others of the same sex and age group.
- The preacher is selected from the group by lot.
- The meeting house interior is very plain and consists of wooden benches to sit on and pegs for hats.

"Read pages 35-39 to find out what activities the Martins participated in on Sunday."

DISCUSS:

- Why do you think the Martins call their church a meeting house?
- What beliefs do the Martins hold?
- What beliefs do your family hold?
- Develop a list of beliefs held by families in your class.
- Which ones are as strong as the Martins' beliefs?

Develop with the students a list of ways in which the Martin family practise their beliefs in everyday life.

Example

Belief	How it is practised in everyday life
Co-operation	School meals Barn-raising bees Quilting bees Schnitzing (cutting+peeling) apples for drying
Simplicity	Plain clothing Unadorned houses Simple furniture
Traditional lifestyle	No Hydro No modern machinery No electrical appliances
Hard work	Early rising Long work day Specific chores for everyone

Making a bulletin-board display

Ask students:

- Illustrate on large art paper or acetate using magic markers some of the ideas collected in the chart on beliefs.
- Display the drawings on the classroom wall (or on the windows if acetate was used).
- Give the display a title.

Identifying places of worship in your community

- Photograph various places of worship in your community.
- Arrange to invite leaders from religious groups to talk to students.
- Make a list of beliefs of some religious groups in your community.
- Compare them to the Old Order Mennonite beliefs. What do they have in common?

DISCUSS:

- Some people say that they believe in certain beliefs and then they don't follow them. How can you explain this?
- Why is it easy to live up to some beliefs and not to others?
- What is it like to be shunned?
- When your friends or family shun you for breaking the rules of the group, do you change your ways? Why or why not?
- What are some good ways to punish a person who breaks the rules of the group?

Parallel studies

Use "Annie Martin's Old Order Mennonite Family" as a basis for designing a comparative study suitable for your students.

Study one of the following:

- Hutterites
- Conservative, moderate, or progressive Mennonite group in your community
- Any group of people in your immediate community who gather together for work or other activities based on their beliefs (for example, religious groups, United Way, home and school, community service clubs)

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For teachers

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3. Growing Up in an Outport

Introduction

Fry Readability Scale: Mid Grade 4

This chapter introduces students to a group of people who have developed a distinctive way of life over a period of several hundred years.

These Newfoundlanders, who lived in outports, were able to meet their basic needs by using the natural environment.

However, although the past still overlaps with the present, tremendous technological changes have recently taken place. The result is that the unique lifestyle of the people who live in Newfoundland outports is quickly becoming a thing of the past.

Events follow this sequence:

pp.	
45-49	*The Roberts Family* (Family life in an outport 30 years ago)
49-51	*Summer Activities* (Living off the land)
51-58	*Winter Activities* (People work and live together)
58-60	*Change Comes to Deer Cove* (Lifestyles change)
61	*Mapping Skills*

Objectives

1. Increasing student awareness of what makes a community
2. Becoming familiar with the historical development of the community
3. Understanding that communities respond to the needs of their members in a variety of ways
4. Developing insights into the functioning of groups and the individual's roles in them
5. Developing a system of personal values
6. Understanding the environment and how it affects, and is affected by, human activities

Pages 45-49
The Roberts Family

Direct students to read pages 45-46 to find out about the Roberts family and the place where they live.

DISCUSS:

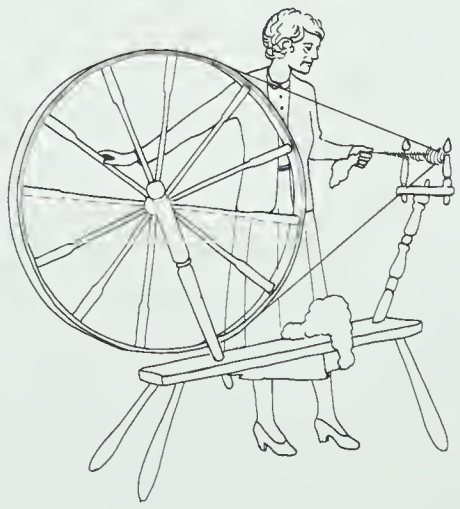
- Where did the Roberts family live?
- How large a community is it compared to the place where you live?
- What did Grandpa Roberts do each day?
- What special skill did Grandma Roberts have?
- Why did the people of Deer Cove have to rely on one another?
- What organizations help people? (Red Cross, UNICEF, Salvation Army) How do they help people?

Writing a description

Describe the photograph on page 45. Use these words to help you — small, water, rocky, wood, village, trees.

Spinning

Before Grandma Roberts could spin her wool into yarn, it had to be "combed" or "carded." This was to ensure that it was clear and free from tangles.



- Get some raw wool and look at it through a microscope or hand lens. Compare it to the wool threads in a piece of woollen cloth.
- Is there anyone in your community who spins wool? Invite this person to school to give a demonstration.
- What other materials are used to make cloth? Look at the labels on various items of clothing.
- Develop a series of charts to show what clothes (and materials) are used for wet weather, cold weather, hot weather, sports, camping, and so on.

Wet weather		Cold weather		Hot weather	
Clothes	Material	Clothes	Material	Clothes	Material
Raincoat	plastic nylon	Skijacket	down polyester fibrefill	T-shirt	cotton

Page 47
The Fishing Season

Read page 47 with students so that they can begin to develop an insight into how people and communities make use of the natural resources in their area.

DISCUSS:

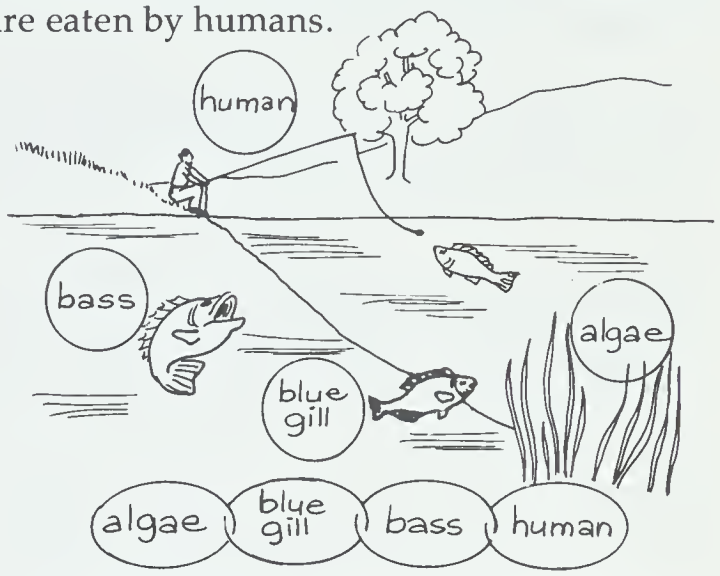
- Fish are a natural resource. What other natural resources can you name?
- What are some of the natural resources in our area?
- How would you define a natural resource?
- Why is codfish important to the people of Deer Cove?
- What would happen to the outport if codfish were no longer there?
- What tools and equipment were needed to harvest the fish?

Resource-based industries

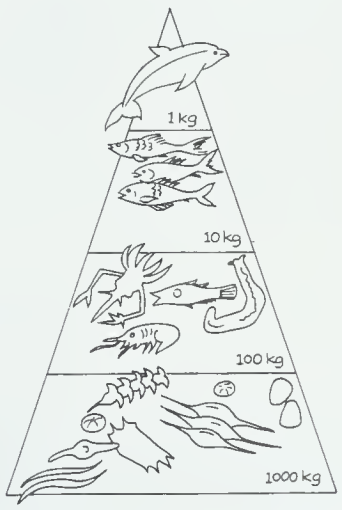
Make a list of various resource-based industries (mining, farming, lumbering, fishing, etc.) and identify the different types of jobs the workers engage in. What tools do they use?

A marine food chain
EVALUATION ACTIVITY

Larger fish eat smaller fish, which eat lower-level animals and plants. The pathway that food takes from one organism to another is called a food chain. For example, algae are eaten by small fish (bluegill). Small fish are eaten by larger fish (bass). In turn, large fish are eaten by humans.



In any food chain, a great deal of energy is lost as food moves from one link in the food chain to another. It takes about 1000 kg of lower-level living matter (such as algae) from the sea for a sea mammal (such as a porpoise) to gain 1 kg.

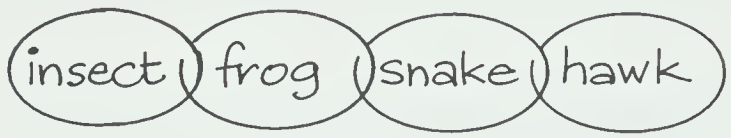


Develop these concepts, in simple terms, by giving students opportunities to research various sea animals (sharks, lobster, codfish, clams) to see where they fit on the marine food chain.

What do you think?

- Oil spills on the ocean can block or cut off the marine oxygen supply. What problems could occur in a food chain if the loss of oxygen from an oil spill destroyed most of the lower-level animals and plants? Write your answer in a short paragraph.

- Here are other examples of some simple food chains.



- What simple food chains do you know? Illustrate them in diagrams similar to the examples. Begin with the lower-level animals and plants and end with the higher-level ones.

Preserving food

One of the easiest ways to keep things from spoiling in times past was to dry them. The Europeans who first came to Canada fished for food off the Grand Banks of Newfoundland. They could not keep the fish fresh all the way back to Europe, so they dried it on drying racks. (Refer to the photograph on page 48.) When the sun and wind had drawn the moisture out of the fish, it was salted. After this process, it would keep for a long time.

- What foods have you eaten recently that were preserved in some way? Make a list of foods and put them into categories according to the way they were preserved.

Freezing	Drying	Canning	Pickling
beef	parsley	pears	cucumbers
pork	mint leaves	cherries	cabbages
sausages	bay leaves	beans	carrots
peas	thyme		eggs
beans	apples		
straw-berries	prunes		
rhubarb	bananas		

Pages 47-49
Keeping Things Going

Review some of the needs of a family and discuss how they are met. Relate this information to the Roberts family on page 48. What modern inventions might have made Mrs. Roberts' work load lighter?

DISCUSS:

- What are some of the ways people spend their leisure time?
- Which activities are done individually? Which activities are done with other people?
- What activities do students share in a classroom and in a school (making murals, dancing, playing sports, singing, participating in a concert, etc.).
- What skills would Jim Roberts have learned from his father?
- What skills would Jim's sister have learned from her mother?
- Make a list of some skills you have learned from others in your family.

Example

Grand-parents	Father	Mother	Brother
Polishing silver	Training dog	Organizing community activities	Whistling

Page 49
Summer Treats

Climate influences the ways in which people in a community satisfy their basic needs. The type of food, for example, that can be grown is determined by such factors as the length of the growing season (the last frost in spring/ the first frost in the fall), the amount of sunshine, and the amount of rainfall.

Studying growing conditions

Buy several packages of seeds from the market and compare the information on them.

Spinach	
Type	Bloomsdale
Days to maturity	50
Height	45 cm
Sow outdoors	May-July
Sow indoors	April
Cover seeds	2.5 cm
Soil	Fine
Sun	Full
Transplant height	2.5 cm
Space apart	10 cm
Days to germinate	14

Lettuce	
Type	Paris
Days to maturity	66
Height	20-24 cm
Sow outdoors	May-July
Sow indoors	April
Cover seeds	0.5 cm
Soil	Well drained
Sun	Full
Transplant height	15 cm
Space apart	10 cm
Days to germinate	10

- Using the information found on the seed packages, make a list of the vegetables that can grow best where you live.

Growing your own seeds

Students will need: containers, soil, seeds.

Tell students:

- Arrange 1 L of soil in a container (or containers).
- Plant the number of seeds that you feel will grow best in the soil.
- Keep a daily diary of plant care and progress. In it, record answers to the following questions:
  a) How long did it take the seeds to germinate?
  b) Did temperature affect the growth rate? Give reasons for your answer.
  c) How often did you water the plants? How much water did you use?
  d) Was there a growing place that offered just the right amount of sunlight?
  e) How long did it take from planting time for the plant to produce edible food?
  f) What do you think would happen if you used the same soil over and over again?

Brainstorming for ideas

Assist students in identifying the differences between needs and wants by listing the things students like. Talk about each one and identify which are needs (those things that are essential in order to live) and which are wants (those things that are not essential in order to live). What is the difference? Classify, in a group activity, needs and wants.

Foods we ate today

Have the students keep a record of all the food they ate on a particular day. Which are needs? . . . wants?

Good food rules

Hold a brief discussion on "good food" rules. Make a chart to illustrate the rules. Discuss. Have students try to follow "good food" rules for a week.

What foods do we really need?

EVALUATION ACTIVITY

Give students a list of foods or labels from foods to identify those they need. Why do they need them? What are foods that we don't need? (wants). Why are they not considered needs?

Pages 51-56
Winter

DISCUSS:

- Compare Mr. Pope's store in Deer Cove to stores where you live. What is similar? . . . different? Make a chart.

Things that are similar	Things that are different
Store counter Sells candies	Barrels

- Why did Mr. Pope allow the villagers to buy goods on credit?
- When would it be a good idea to buy on credit?
- When would it not be a good idea to buy on credit?
- What methods do people use to buy on credit today? What are some disadvantages of buying on credit?
- Which season of the year was harder for the Roberts, the winter or the summer? Why?

Making a wise choice
EVALUATION ACTIVITY

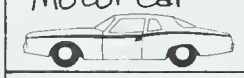
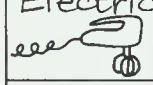
Tell students:

- Bring a store catalogue to school (one catalogue for each group of six students).
- Select 10 items that your group feels would be most useful to the people of Deer Cove. Explain why your group felt this way.
- Select 10 items that your group feels would be least useful to the people of Deer Cove. Explain why your group felt this way.
- Cut out your group's selections and paste them in two columns on chart paper. Compare your choices with those of other groups.

Most useful	Least useful

Comparing tools
EVALUATION ACTIVITY

Which tools would be of more use to the people of Deer Cove thirty years ago or to your parents today? Explain your answers.

Tool	Who the tool is more useful to	Why
Fishing hook	People of Deer Cove	They could use it to catch fish and make money
Motor car 	My parents	We have roads to drive it on
Hunting knife		
Garden spade		
Electric mixer 		
Paint brush		

Building a telegraph

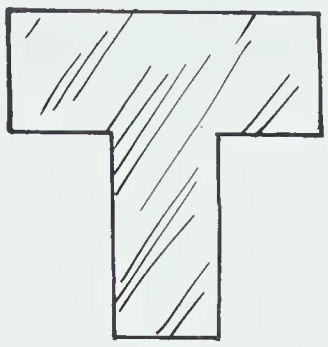
Students will need: pieces of tin, three blocks of wood, hammer, two spikes, copper wire, two screws, battery or dry cell, screwdriver.

Assist students to:

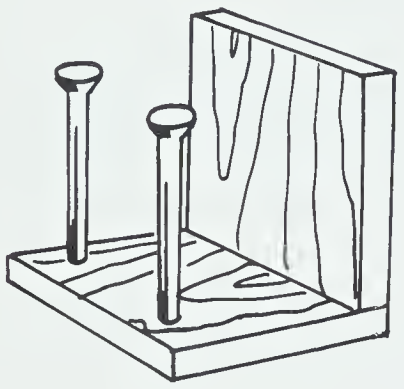
- Build a telegraph from the following instructions and use the Morse code on page 54 to send short messages.

A •-	J •---	S •••
B -•••	K -•-	T -
C -•-•	L •-••	U ••-
D -••	M --	V •••-
E •	N -•	W •--
F ••-•	O ---	X -••-
G --•	P •--•	Y -•--
H ••••	Q --•-	Z --••
I ••	R •-•	
1 •----	5 •••••	9 ----•
2 ••---	6 -••••	0 -----
3 •••--	7 --•••	Period •• •• ••
4 ••••-	8 ---••	Comma --••--

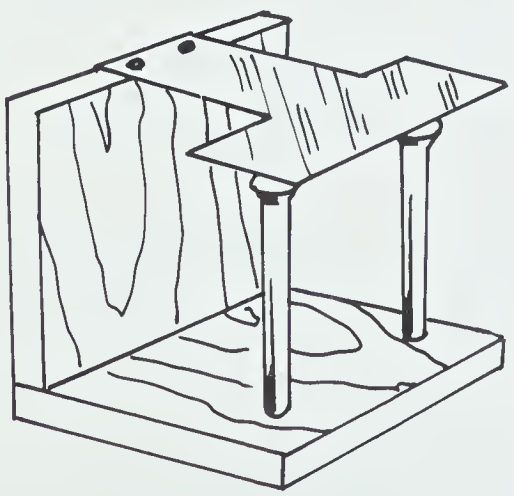
a. Cut a piece of tin (about 10 cm square) in the shape of a T.



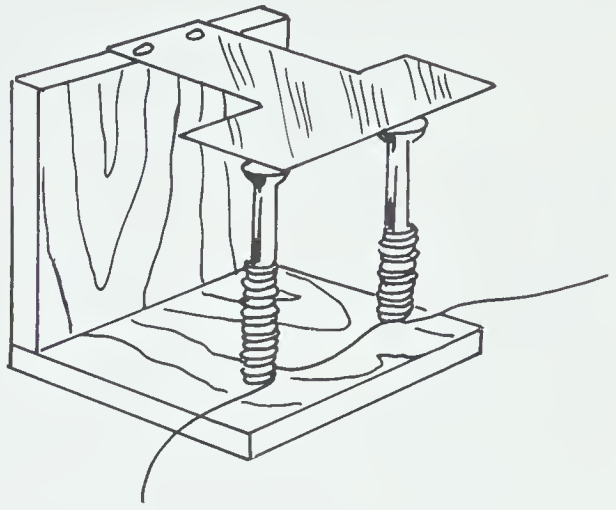
b. Make a wooden stand out of two square blocks (about 15 cm square). Hammer two large nails or spikes into the base about 5 cm apart.



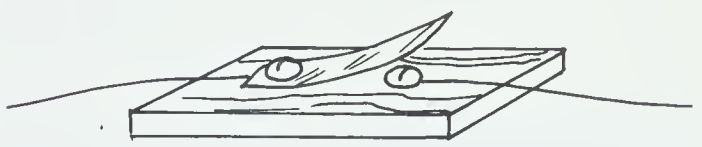
c. Now nail the piece of tin on top of the wooden stand. Bend the metal so that it is *nearly* touching the top of the spikes.



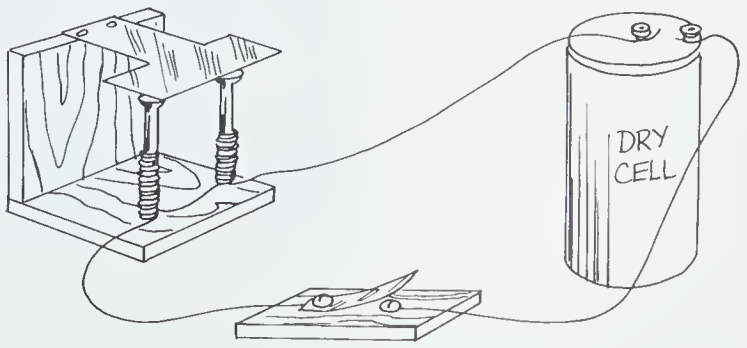
d. Make the two spikes into electromagnets by winding the same piece of copper wire 20 times around one spike and 20 times around the other.



e. Make the sending key as follows. Sink a screw into a 15 cm × 5 cm block of wood. Then take a piece of tin and screw it into the wood. Make sure it is not touching the first screw.



f. Now hook everything together to a battery or dry cell like this and you will have a completed telegraph set.



g. When you press on the sending key, the electricity flashes through the wires to the electromagnets. They pull down the tin strip on the nails with a click.

Comparing schools

Have students compare their school with Jim's school by completing the following chart.

	My school	Jim's school
What materials were used to build the school?		
What shape is it?		
How big is it?		
How many rooms does it have?		
How is it heated?		
What does the playground look like?		
Favourite recess activity in the spring?		

Pages 56-58
Winter Activities

The snowshoe hare becomes white in the winter. What kinds of camouflage do some other animals have?

What other animals belong to the same family as the moose?

The villagers of Deer Cove, although living in a very harsh climate, had been able to adapt their lifestyles to the environment. Students should be given many opportunities to learn about the environment in their own part of Canada. The following activities will help accomplish this.

Smelling activities

- Display pictures of animal noses and have students try to identify what animal each belongs to. What functions does a nose have? What would it be like if you didn't have a nose? What is an "odour"? How are odours carried?
- Have students go on a "smelling hike" in the school, schoolyard, or woods. Experience the many different smells in the surrounding environment, (gymnasium, nurse's room, fresh earth, flowers).
- Students could start a diary of all the smells they experience in a day. What words best describe them?
- Have students list the smells they like and dislike.
- What events do you think of when you smell smoke? . . . fresh cut grass? . . . perspiration?

Observing signs of winter on a neighbourhood walk

Take your students on a walk around the neighbourhood. Have them keep a list of the "signs" of winter. Here are some things they might notice.

—storm windows
—lower temperature on outdoor thermometers
—people dressed in warmer clothing
—fewer birds
—summer nests easily visible high in trees
—leaves falling off deciduous trees (evergreens keep leaves)
—children playing with leaves on ground (leaf fight)

Give students an opportunity to discuss feelings they had and sounds they heard as they went on their walk.

Tell students:

- Chart some signs of winter that you noticed during the neighbourhood walk.
- Illustrate some of the signs of winter and put them in a "Change Book" for the class.

Making frost patterns

On a very cold day, when the temperature is between −10°C and −7°C, leave some microscope slides or pieces of glass outside the classroom window for at least 10-15 minutes. Hold up the pieces of glass and spray them with ditto fluid, perfume, or cologne. (Note: cool the spray container first.) After a few minutes, observe the exquisite crystal formations. If this is very quickly put on an overhead projector, students will be able to observe the patterns magnified by the overhead projector.

Getting to know the weather in your community
EVALUATION ACTIVITY

Tell students:

- Use various charts and graphs to record community weather information on wind speed, wind direction, clouds, precipitation, and temperature.
- Use the methods described on the following problem cards.

CLOUD TYPE

You will need to look up a cloud chart in an encyclopedia for this, so you can recognize the different types – use the proper names.

TEMPERATURE

Make a guess, then listen to a radio report or check with a thermometer and see how close you can come. You will soon start to become quite accurate and to allow for the wind's effect.

WIND DIRECTION

Easily observed and always given as the point of the compass from which the wind is coming.

PRECIPITATION

Measured by the amount falling (in a stated period) into a cup or tin can (e.g. in a day). The type of precipitation (rain, sleet, hail, or snow) must be recorded.

Thinking about wildlife
EVALUATION ACTIVITY

Wild animals were a source of food for the people of Deer Cove. Answer the questions on pages 57 and 58, and then have students do some of the following activities.

What do you think about some of the following?

a) Keeping birds in cages
b) Racing horses and dogs
c) Keeping dogs in cities
d) Letting dogs stray
e) Putting animals in circuses or zoos
f) Leaving dogs in kennels
g) Catching fish
h) Taking eggs from birds' nests
i) Using biocides (e.g., D.D.T.)
j) Cutting down trees
k) Hunting animals and birds
l) Draining marshes and swamps
m) Building subdivisions, apartment buildings, factories
n) Developing parks

Tell students:

- Write your answers in short paragraphs.

Camouflage

DISCUSS:

- What are some ways in which animals are able to hide from their enemies?
- What is camouflage?
- How is camouflage used by birds, animals, reptiles, and insects? Pick an animal from each group. (For example, a pheasant, a polar bear, a garter snake, and a dragon fly.) Describe how each uses camouflage.
- Give several examples of animals whose camouflage does not work because they are away from their natural surroundings.

Things to think about

DISCUSS:

- Would you exert more pressure standing on one foot than on two? If you stood on ten feet, would the pressure on each foot be more or less than it would be when standing on one foot? In which type of shoes would you exert more pressure on your feet — ones with a flat heel, or ones with a spike heel?
- Make a list of some animals that you know. Beside each, tell how many of its feet touch the ground at the same time. What is the surface area of each foot? Put an asterisk beside animals that are better adapted for walking on snow and put an X beside the ones that are not.

  Interesting examples of snow-walking adaptations are the rabbit and the grouse. Snowshoe rabbits have hind feet similar in shape to snowshoes that enable them to travel easily over deep snow. In winter, the ruffed grouse grows a fringe of scales along the outer edges of its front toes. This enlarges the surface area of its feet so the grouse can travel easier over snow.

Hunting for seal

Tell students that every spring, as they have for hundreds of years, some Newfoundlanders go out on the ice to harvest harp seals. This seal hunt is the cause of a bitter disagreement between those who want the hunt stopped to protect seal herds, and those who want it continued for the revenue it produces.

Read the following information on harp seals to students.

In early March, females give birth to their young on ice fields off the east coast of Canada. Rough ice gives some shelter to the new-born pups.

At birth, the seal pup has a yellowish coat. This turns white during the first three days. For the next two weeks, until it starts to lose its coat, the pup is very cute and appealing.

By the time it is four weeks old the seal pup can swim for great distances. It can also look after itself.

People in Europe buy seal pelts to make them into high fashion clothing. They only want the fur when it is soft and white. It sells better this way.

Seal hunters kill the baby seals during their first two weeks of life.

A great debate is now taking place in Europe and North America. Give students an opportunity to debate whether the seal hunt should be allowed to go on every year or not. The following points might be presented for each side during the discussion.

YES

- The killing methods are not cruel so the baby seals do not suffer.
- People want to buy the furs.
- The hunt provides jobs for thousands of people.
- The harp seal is not in danger of becoming extinct.

NO

- Canada's seal hunt is brutal.
- The harp-seal herds are getting smaller all the time.
- The seal hunt is immoral.

Tell students:

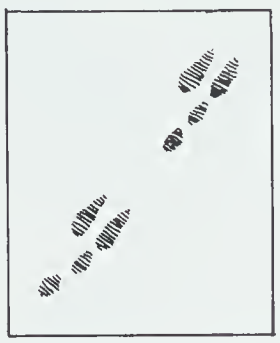
- Write in a paragraph how you feel about the seal hunt. Give reasons to support your opinion.

Recognizing animal tracks by tracking clues

Tell students:

- Do some research on the characteristics of some common types of animal tracks. For example, cat tracks form a single line while rabbits have large tracks (hind feet) at the front and smaller tracks (forefeet) at the back.

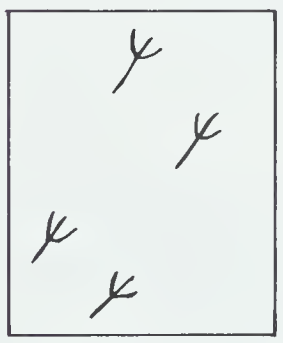
House-cat walking



Rabbit running

- Illustrate and identify tracks found around the school area.

Field mouse



Sparrow

Grey Squirrel

Dog

DISCUSS:

- How was each animal moving? Was it running or walking?
- Which direction was it going?
- Was the animal chasing another?

Making Plasticene casts of tracks

Tell students:

- Make casts of large and small animal tracks found in the schoolyard, adjacent ravine, or open field by using modelling clay or Plasticene.
- Study the direction of the tracks.

Reading about winter

Read stories and poems about winter activities aloud to students.

Pages 58-60
Change Comes to Deer Cove

Many changes have taken place in some communities over the last few years. The changes listed in this chapter are only a few that were specific to Deer Cove.

Students should be given many opportunities to identify changes that have taken place in their own community over the years.

DISCUSS:

- In the last 30 years, many Newfoundlanders have moved from outports to larger towns. Why?
- What has happened where you live?

Tell students:

- Talk to your parents, grandparents, or other adults in the community. Find out what activities these people did when they were children. Were grandparents "the same" as they are now? Were parents "the same"? Have roles of children, parents, and grandparents changed over the years?
- Read selected stories that tell about life 50, 100, 200 years ago (e.g., Lucy Maud Montgomery's books, excerpts from Charles Dickens' books). Discuss the various roles of the children, parents, grandparents, and other adults in these stories. How do these roles compare with today?
- Invite a senior citizen to the classroom to speak about growing up "then" and "now" — chores, schooling, entertainment, etc.
- Make murals to compare "then" and "now" in terms of home life, school life, entertainment, medical care.
- Study pictures of actual artifacts that pioneers considered important and discuss the importance of these items then and now. Are these items as valuable today, in terms of use, as they were in times past? Are they as valuable, in terms of money, as they were in times past? How have the values (of use, cost) changed?
- Interview older citizens in the community to get their opinion on the importance of values such as honesty, loyalty, justice, and friendship. Have the citizens indicated that values have changed? Explain. Present your findings to the class.
- Examine an old catalogue (e.g., Eaton's 1923), old magazine, or newspaper advertisements (25-75 years ago) if one is available. Tell which items were considered important at the date of advertising. Are these items considered important today?
- Discuss the influence of television, radio, and movies on young people. Find out if your ideas are the same as or different from your parents and other adults?
- Make a list of the appliances in your home. Plan a day when you don't use any of them. Note how you would spend your time. What would you enjoy doing the most? What would you dislike the most?

Reproduce this map of Newfoundland on a ditto master and duplicate enough for each class member.

Tell students:

- Look carefully at this map of Newfoundland. You will see that several places have been marked in. Use clues from the map to help you answer the following questions.

  —Find Burin Peninsula and Great Northern Peninsula.
  Describe what a peninsula is.

  —Find Cape Ray, Cape St. Mary's, Cape Freels, and Cape Bauld.
  Describe what a cape is.

  —Find Grand Lake.
  Describe what a lake is.

  —Find the Strait of Belle Isle.
  Describe what a strait is.

  —Find Bonavista Bay, Trinity Bay, and Notre Dame Bay.
  Describe what a bay is.

  —Find Brunette Island.
  Describe what an island is.

- Look at a map of Canada in your atlas. Find some more of the same landforms and waterforms. What are their names?
- Find the map of the Atlantic Provinces in your atlas.
  —What scale is being used?
  —How far is it from St. John's, Newfoundland to Corner Brook, Newfoundland?
  —How far is it from St. John's, Newfoundland to Halifax, Nova Scotia?
- Find a map of Canada in your atlas.
  —What scale is being used?
  —How far is it from St. John's, Newfoundland to the Arctic Circle? to the Equator?
  —What route would you take to go by water from St. John's, Newfoundland to Ottawa, Ontario?

Talking about superstitions

Tell students that some of the fishermen of Newfoundland are quite superstitious. Ask students if they know that:

It is bad luck to whistle on water.
A new boat should have an old sail on it when it is launched.

DISCUSS:

- What causes people to be superstitious?
- How may the following beliefs have arisen?
  —When you shiver, someone is walking over a grave.
  —When a dog howls, someone has died or will soon die.
  —Wishing on the first star will make your wish come true.
  —A black cat across your path means bad luck.
  —Carrying a rabbit's foot or a four-leaf clover brings good luck.
  —A rainbow is good luck.

Listing superstitions

Tell students:

- Make a list of some superstitions you have heard before.
  Example — It is bad luck to walk under a ladder.
- Illustrate some of the superstitions.

Investigating extinct animals

Tell students that you are going to tell them how the Great Auk, an unusual type of bird, was wiped out by humans. Explain that when the first settlers arrived in Newfoundland, Great Auks were found in countless numbers. They were very large birds with long pointed bills. Unfortunately, they couldn't fly for their wings were too small. Auks lived on the ocean for most of the year. However, during the summer they came ashore to nest on Funk Island.

Early settlers and crews from many sailing ships also came to the island. They knew Auks were nesting there and could be easily killed. These people would camp on the island all through the nesting period. They valued the meat and the feathers of the Auk. The meat was salted so that it would keep for a long period of time and was eaten during the winter or on long sea voyages. The soft, downy breast feathers were perfect for making feather beds and pillows.

Great Auks didn't have a chance against hunters. They were just too easy a prey. Hundreds of thousands of the birds were slaughtered. By 1844, there were no Great Auks left in the world. They had become extinct! Perhaps all that remains are a few feather beds made of Great Auk down.

DISCUSS:

- Two other birds, the Passenger Pigeon (1902) and the Labrador Duck (1871), have also become extinct in Canada in the last century. What happened to them?

4. My Great-grandmother, a Prairie Settler

Introduction

Fry Readability Scale: Low Grade 4

Severe environmental conditions and long distances were major factors affecting the adaptations, customs, and lifestyles of early settlers. Methods of food gathering and preserving along with the provision of shelter and clothing became preoccupations which monopolized almost every waking hour. Weather was the prime factor in the successes and failures of living. Prairie settlers needed ingenuity and co-operation to survive.

This chapter gives readers an opportunity to share some experiences of prairie settlement.

The style of the chapter approximates the way a youngster of similar age to the readers might retell a story of a great-grandmother. Thus, readers may be able to relate both to the narrator, Sara Jane Harding-Whyte, and also to the discovery of similarities and differences between this family and their own in coming to a new country.

Events follow this sequence:

pp.

66-70 *Introduction* (Great-grandmother: a brave pioneer)

70-71 *Gramps* (A born storyteller)

71-74 *Great-grandmother's House* (A soddy)

74-76 *Inside the Soddy* (Making a comfortable home)

76 *The Root Cellar* (Toor, the root-cellar creature)

77-79 *The Henhouse* (Neighbours give a hen shower)

81 *Weather Wise* (Learning to watch the sky)

82-83 *Blizzards* (A close call)

83-84 *Picnics* (A big get-together)

85-87 *My Own Inheritance* (Great-grandmother's gift)

Objectives

1. Developing the understanding that historians use evidence to learn about and interpret the past and that a careful examination of the past makes possible a more informed understanding of the present and a more intelligent prediction of the future
2. Developing the understanding that culture is a distinctive way of life and that it consists of the artifacts, knowledge, beliefs, and ways of living that people have acquired as members of society
3. Understanding that humans change the environment as they try to meet their needs and that the natural environment affects and is affected by the past and present activities of humans
4. Understanding that the human group is the core around which social studies content is built
5. Understanding that as groups of settlers used the natural resources, they found different ways of living and working
6. Understanding that values change as lifestyles and environments change
7. Understanding that each culture has developed a means of providing recreation, entertainment, and religious expression for its members
8. Understanding that each community must make the widest possible use of all its human and natural resources
9. Understanding that inventing and borrowing changes cultures over time

Pages 66-69
Great-grandmother: a brave pioneer

Introduce the chapter with one of the following experiences.

- Visit a display of pioneer artifacts.
- Visit a local pioneer site where activities such as cooking a meal, penmanship, hooking a rug, or spinning wool are scheduled for students to participate in.
- Read *The Children Who Stayed Alone* by Bonnie Worline (see bibliography, page 57) aloud to students.
- Show the film *Irish Settler* (see bibliography, page 57)
- Show the film *Black Creek Pioneer Village*. (see bibliography, page 57) to provide a comparison between a prairie pioneer settlement and an Ontario pioneer settlement.

Explain to students that the narrator in this story is Sara Jane Harding-Whyte. She spends a lot of time talking with her grandfather whom she calls "Gramps." She shares her family history by introducing readers to her great-grandmother and adventures she had when she came to Canada and settled in the prairies.

"Read pages 66-68 to find out why great-grandmother was considered to be a brave pioneer."

DISCUSS:

- What do you consider a pioneer to be?
- What did Sara Jane consider a pioneer to be?
- Why did Sara Jane think her great-grandmother was brave?
- Do you think Sara Jane's great-grandmother was a brave person? Why or why not?
- How is it possible for a person living now to be a pioneer?
- What member of your family was a pioneer? In what way(s) was this person a pioneer?
- If you had lived in great-grandmother's time, how would you have felt about coming to Canada as a pioneer?

Examining a family tree
EVALUATION ACTIVITY

Before students complete the activities on page 70, examine the family tree with them. Explain that each family age-grouping represents one generation.

My Family Tree

DISCUSS:

- What is a generation?
- How many generations are shown in the Harding-Whyte family?
- How many children did Great-grandfather and Great-grandmother have? Name them.
- How many children did Grandfather and Grandmother have? Name them.
- How many children did Mom and Dad have? Name them.

Invite students who have known their great-grandparents and/or their grandparents to share some of their experiences with the class.

- On what occasions do you see your grandparents and/or your great-grandparents?
- What kinds of activities do you enjoy doing with them?
- What stories have your grandparents told you about their youth?

Recording history

Ask students who have heard stories from their grandparents and/or great-grandparents to record them on tape recorder for the class to listen to or write them down with illustrations in the form of a booklet.

Inviting a grandparent to class

- Prepare an invitation asking a grandparent to speak to the class.
- Prepare a number of questions to ask the visitor.
- Ask the grandparent to bring articles or photographs that tell something about some of the times in which he/she grew up.

Mapping skills

Locate Saskatchewan on a wall map of Canada or assist students to locate it in their atlases.

DISCUSS:

- Which provinces are the Prairie Provinces?
- Why are they called the Prairies?

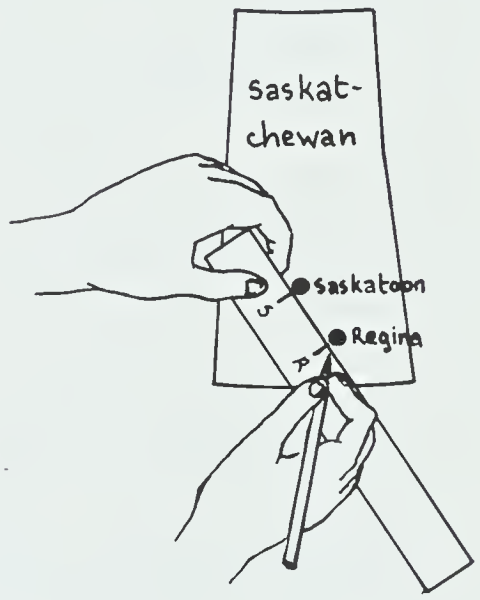
Estimating distances

Students will need: strips of paper, atlases.

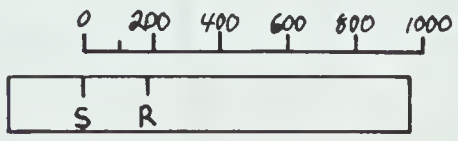
Demonstrate with students how to estimate distance on a map using strips of paper and a line scale.

To estimate distances less than the length of the line scale, tell students:

- Place a strip of paper on a map of Saskatchewan so that the straight edge touches Saskatoon and Regina.
- Make a mark on the paper at Saskatoon and another mark at Regina.



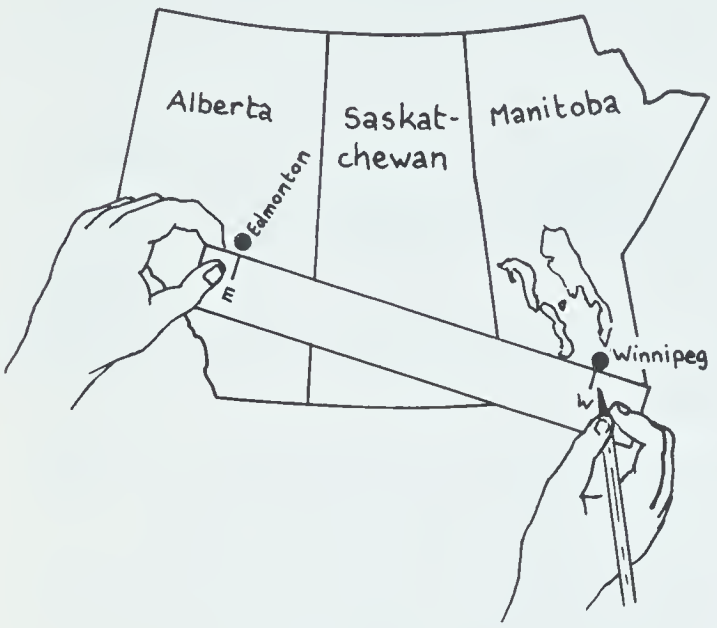
- Put the strip of paper along the line scale, with the mark for Saskatoon at 0.



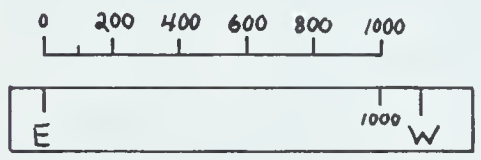
- Read the number of kilometres at the mark for Regina. This tells you that Saskatoon is about 300 km from Regina.

To estimate distances greater than the length of the line scale, tell students:

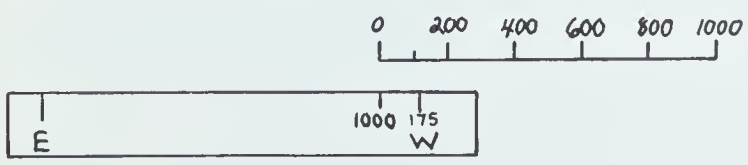
- Place a strip of paper on a map of the Prairie Provinces so that the straight edge touches Edmonton and Winnipeg.
- Make a mark on the paper at Edmonton and another mark at Winnipeg.



- Put the strip of paper along the line scale, with the mark for Edmonton at 0. Make a mark on the strip of paper where the line scale ends. Write down 1000 at this mark.



- Place your 1000 mark at 0. Read the number of kilometres at the mark for Winnipeg. Write down the numeral at the mark.



- Add up the two numerals you have written down (1000 + 175 = 1175). The approximate distance between Edmonton and Winnipeg is 1175 km.

Hold a class contest to see who is the "champion estimator."

Tell students:

- Use the same method to estimate how far Great-grandmother would have had to travel as the crow flies to get to Regina, Saskatchewan, if she had started out from Montreal, Toronto, Ottawa (2300 km, 2000 km, 2200 km).
- Tell in which direction Great-grandmother was travelling in each case.
- Do "Mapping the Way" on page 89.

Pages 70-71
Gramps

"Look at the picture of Sara Jane's grandfather on page 70."

- How old do you think Gramps was when this photo was taken?
- What kind of clothes is Gramps wearing?
- What do you think he was doing just before the photo was taken?
- Why do you think he has a beard?

"Read pages 70-71 to find out what kind of a person Gramps is."

DISCUSS:

- What kind of person is Gramps?
- Do you think Sara Jane and Gramps have a good relationship? Give reasons for your answer.
- In what ways is Sara Jane lucky to have a grandfather like Gramps?

Writing a whipper-snapper

Tell students to complete the activity on page 90, "Make up a whipper-snapper."

Pages 71-74
Great-grandmother's House

"Read pages 71-74 to find out what kind of a house Great-grandmother lived in."

DISCUSS:

- What is a soddy?
- What do you think the most difficult part of building a soddy would be? Explain.
- Give some examples to show that prairie settlers were clever at making use of materials they found around them.
- In what ways could we try to live more as our great-grandparents did? What would be gained by doing so?
- What forced pioneers to depend on their own resources?

Investigating your grandparents' first home

Ask students to get as much information as they can about the first Canadian home that their grandparents and, if possible, their great-grandparents lived in. (Family photographs may be helpful.) Focus students' attention on the materials used to build the homes.

- What materials were used to build the home?
- Where did the materials come from?

Making a bulletin-board display

Students will need: crayons, paint, paper, corrugated cardboard, and any other textured materials.

Tell students:

- Sketch an illustration of your great-grandparents' earliest home or of an early Canadian pioneer home that you have seen in a resource book.
- Paint the sketch or make crayon texture rubbings of it to represent logs, brick, or other building materials used.

- Display the illustrations as a collage on the class bulletin board.
- Give the display a title.

Mapping skills

As an extension of the previous activity, ask students to make appropriate symbols to show what house-building materials were used for early pioneer homes in various provinces. Place the cutout symbols on a wall map or bulletin-board map. Make a legend for the map.
Examples

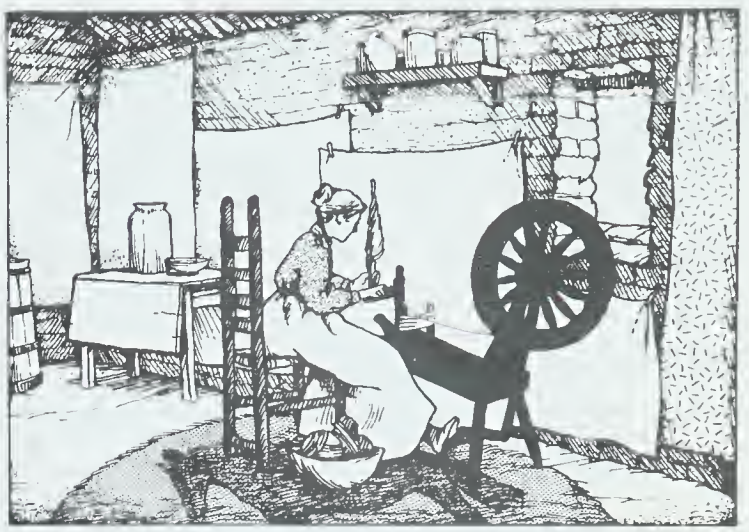
Read Chapter 1 of *The Pioneer Years 1895-1911* by Barry Broadfoot (see bibliography, page 57) aloud to students. In this excerpt, old-timers describe a soddy.

Having a "soddy" debate
EVALUATION ACTIVITY

Divide students into groups of 4 or 5.

Tell students:
- Discuss whether or not you would like to live in a soddy. Why or why not?
- List all the advantages and disadvantages of living in a soddy that your group discussed.
- Decide, by voting, if most of the people in your group would like to live in a soddy or not.
- Share your group's decision with the other groups.

Pages 74-76
Inside the Soddy



The building of a home in the prairies was a unique challenge for a pioneer. Great-grandmother displayed the resourcefulness of a pioneer by making the inside of her soddy as attractive as possible. The family co-operated by hooking rugs to cover the cool dirt floors. They constantly worked together to make their soddy as comfortable a home as they could.

Throughout this section, read excerpts to students from *The Pioneer Years 1895-1914* by Barry Broadfoot (see bibliography, page 57). Those that focus on the soddy and day to day experiences would be particularly useful.

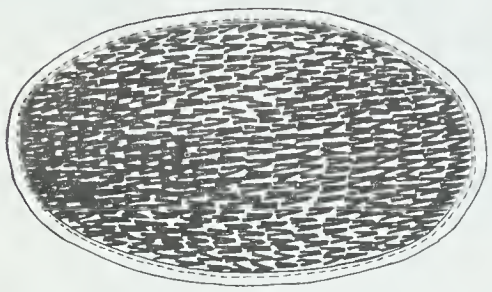
"Read pages 74-76 to find out what Great-grandmother did to make the soddy more comfortable."

DISCUSS:

- What skills were needed to make a soddy into a home?
- What benefits are there to working as a group on projects such as rug-making?
- What disadvantages are there in working on a project with others?
- What family history was there in a homemade quilt or hand-hooked rug?
- Where would Great-grandmother get wool for spinning?
- What do you think a family would talk about as they sat together hooking a rug?

Making a poke rug

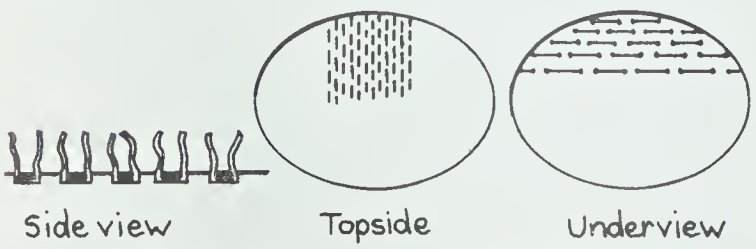
Poke rugs are still being made today in Canada's rural areas. Groups of 3 or 4 students can make their own poke rug. The planning and designing can be worked out in the initial group meetings. Social interaction during this activity will provide an opportunity for values and attitude development.



Students will need: burlap, rags, pencils, scissors.

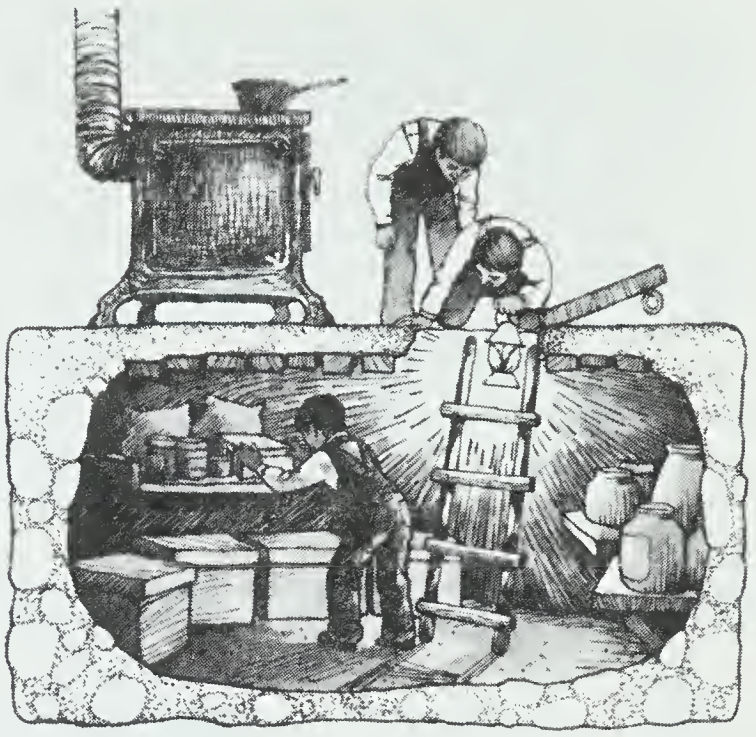
Tell students:

- Cut rags into pieces 15 cm long and about 1.5 cm wide.
- Cut a piece of burlap the size of the rug you want to make.
- Poke a hole in the burlap with a pencil that has a broken point.
- Poke one end of the rag through the hole. Go over 3 or 4 strands of burlap and poke another hole. Put the other end of the cloth strip through it.
- Pull both ends to see that they are snug and of equal length.
- Start a new strip 3 or 4 strands away. Repeat the procedure.
- If you want to do a rug with a pattern or picture, first sketch the design on the burlap with a marker. Then, when hooking the rug, use different colours of rags to form the design.
- Take turns with others in your group doing rows.



- Tell how you think these rugs got their name.

Page 76
The Root Cellar



As a young boy, Gramps was afraid of going to the root cellar when it was his turn to fetch supplies for Great-grandmother. He was afraid of Toor (root spelled backwards), a creature that was supposed to live in the root cellar.

Students can relate the fear that Gramps had for Toor with fears of their own.

"Read page 76 to find out why Gramps was afraid of the root cellar."

DISCUSS:

- Is there a particular room or part of your home that you are afraid of? Explain your answer.
- How do you handle your fears?
- How did Gramps handle his fear?
- How do you feel about the way Gramps was teased by his family?
- In what kinds of situations do you think teasing can become harmful? Why?
- What rules or guidelines should be kept in mind when teasing someone?

Creating a root-cellar creature

Students will need: cereal boxes, egg cartons, toilet-tissue rolls, paper cups, coloured tissue paper, wool, papier-mâché, scissors, tape, glue.

Tell students:

- Arrange and tape together boxes, parts of egg cartons, toilet rolls, and paper cups to form the body of your creature.
- Cover the shape with papier-mâché.
- Paint the figure.
- Glue on coloured tissue paper and wool for added effect.
- Name and display your creature.

DISCUSS:

- What kinds of things did Great-grandmother store in the root cellar?
- Why would a root cellar be necessary for storing food in Great-grandmother's time?
- How is food stored in your home?
- In what situations would root cellars still be used in Canada today?

Comparing storage of food
EVALUATION ACTIVITY

Divide students into groups of 5 or 6 for this activity.

Tell students:

- Collect magazine cutouts of root vegetables or make drawings of them.
- Sort the collection of vegetables according to how Great-grandmother would have stored them.
- Make a chart to show how these vegetables were stored in Great-grandmother's time and how they are stored today.

Example

Storing food		
Root vegetable	Storage long ago	Storage today
	bins in a root cellar	refrigerator, freezer, paper bag in a cool place

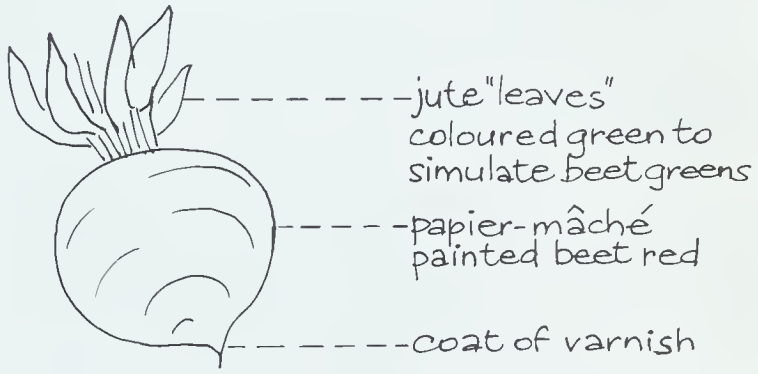
Just for fun!

Have students make papier-mâché models of root vegetables such as beets, potatoes, carrots, parsnips, turnips, and onions.

Students will need: balloons, papier-mâché or "pariscraft," jute, rope, crêpe paper, poster paint, varnish.

Tell students:

- Use the appropriate shape of balloon as a base for each vegetable. (Use the real vegetable as a model.)
- Cover the balloon with strips of papier-mâché or "pariscraft."
- Paint the model with poster paint.
- Use jute, rope, or crêpe paper to add features such as tops and leaves.
- Varnish the finished model.



Pages 77-79
The Henhouse

Great-grandmother's hens were her close companions as there were times when they were her only company. One night tragedy struck the henhouse when a weasel killed the hens. The neighbours organized a hen-shower for Great-grandmother and each person contributed a hen to replace her precious flock.

During the study of this section, develop the concept of community spirit. The concept of predators as a necessary part of life cycles should be developed as well. It is important for children to understand that animals obey only natural laws while humans obey moral law. There are no "good" or "bad" animals.

If it is available, use the novel *The Children Who Stayed Alone* by Bonnie Worline (see bibliography, page 57) for daily reading to the class. This will provide discussion and vicarious experiences that will tie the unit together.

"Read pages 77-79 to find out how Great-grandmother's neighbours helped her through a tragedy."

DISCUSS:

- Why did Great-grandmother bother to bring her hens all the way from Ontario?
- Why did Great-grandmother need to have a henhouse built?
- What animals are predators of hens?
- What does the hen shower tell us about Great-grandmother's neighbours?
- What other examples of "neighbourliness" have we met in other chapters of this book?
- The Old Order Mennonites that we met in Chapter 2 continue to hold "bees," such as barn-raisings, to help their neighbours. How do you feel about this method of helping a neighbour?
- How do you help others in your neighbourhood?

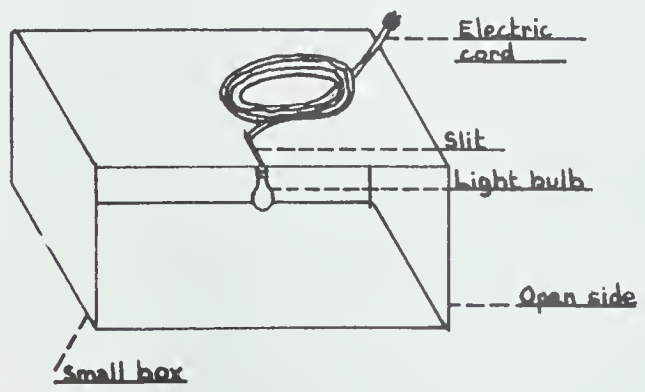
Hatching chicken eggs

Give students an opportunity to hatch some fertilized chicken eggs by using a commercial incubator or by building a homemade incubator using the following directions.

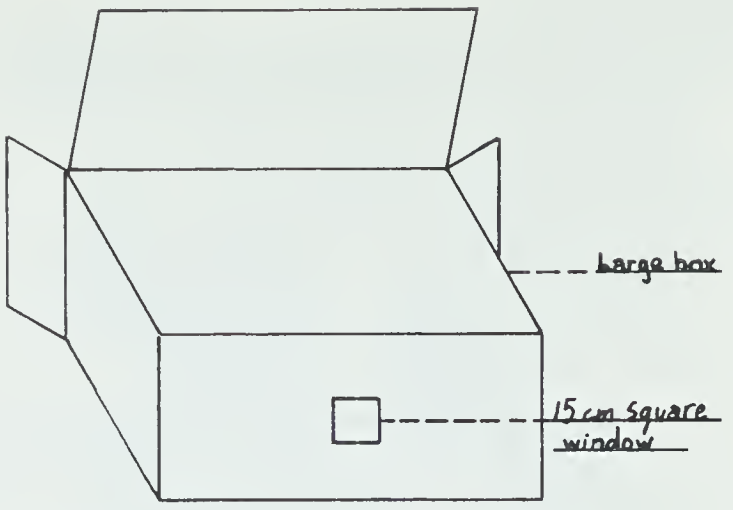
Students will need: two cardboard boxes (one smaller than the other), an electric light with a long cord, thermometer, Plexiglas or heavy acetate, tape, newspaper, fertilized chicken eggs.

Tell students:

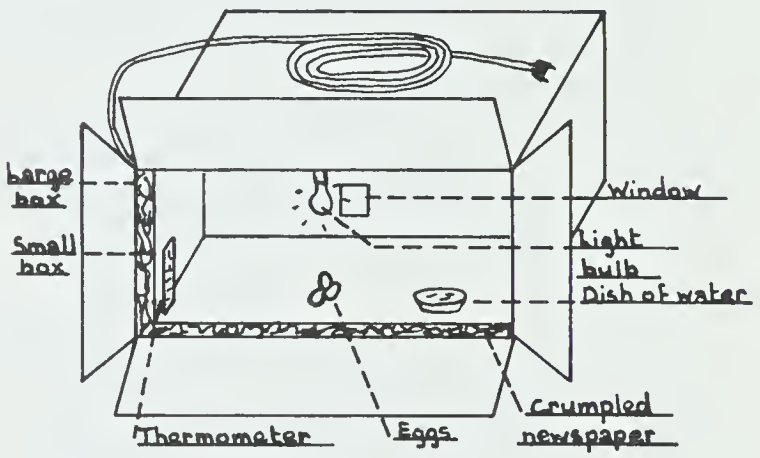
- Cut one side out of the small box.
- Cut a slit in the top of the small box and suspend an electric light with a long cord from it.



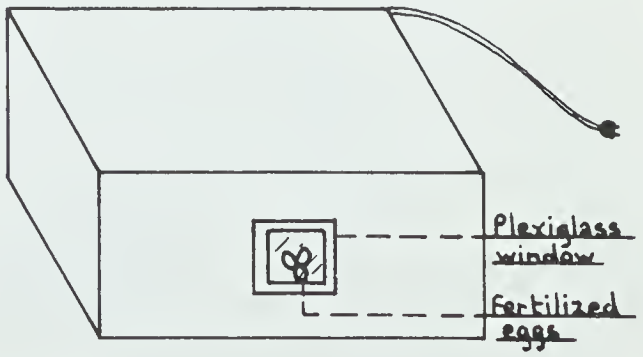
- Cut a 15 cm square window in one side of the large box.



- Place the small box inside the large box. Make sure that the open end of the small box fits against the side of the large box in which the window was cut.
- Pack crumpled newspaper between the boxes on all sides for insulation.



- Place a thermometer in the box so that you can read it through the window.
- Place a small dish of water in the incubator.
- Put some fertilized eggs in the incubator and tape Plexiglas or heavy acetate over the window cut in the large box.
- Close the flaps at the back of the box.



- Keep the eggs at a constant temperature of 40°C for 21 days. (Using different light bulbs and changing the amount of newspaper insulation will help you regulate the temperature.)

Caring for the chicks

- Once the chicks hatch, identify each one by putting a coloured spot on its head.
- Keep the chicks in a large cardboard box with the top removed. Keep them warm.
- Each day for two weeks calculate and chart the mass of each chick.
- Feed the chicks oatmeal and water for the first week. During the second week feed one of the chicks oatmeal and milk. Compare the progress of this chick with the others. What differences do you notice?
- Find a good home to send the chicks to when the two weeks of investigation are over.

Visiting a chicken hatchery

If there is a chicken hatchery nearby, make arrangements to have students visit it.

Tell students:

- Prepare questions to ask the hatchery guide.
- Make a booklet describing the tour step by step.
- Illustrate the booklet.

"Look at the illustration of the farm horses on page 80."

- Tell why a horse was so important on a prairie farm.
- Make a list of the tasks that horses used to do.
- Explain why horses, which used to be numerous in towns and countrysides, have decreased in their importance.

Listening to a story about making soap

Tell students that making soap was only one of the tasks that had to be completed regularly by the self-sufficient pioneer. Read students this story about how Great-grandmother made soap.

Great-grandmother was well known for her soap-making. Even my great-aunt Emma, who was a very clever woman, had had failures at soap making. But not my great-granny; she had the secret!

As a matter of fact, no one under the age of twelve was allowed to watch her. It was such a secret operation. Great-grandmother's children felt sorry for some of the other families in the district. None of them knew the secret of making soap.

There were only certain things that were known for sure. First, she used a special old black kettle to mix her soap. It was never used for anything else. Second, a mixture of lye and grease was boiled over a very hot fire pit lined with stones. And last, she stirred and stirred that boiling mess as if it were a witch's brew.

On soap-making day she set out wooden boxes ready for the finished soap. She tested a drop of her brew on a wooden board. She watched it cool. Now was the magic moment. She poured the mixture out of the pot into the waiting boxes in a great hurry. Each box was a small mold. When the liquid cooled, it took the shape of a bar of soap.

Once, her children climbed up on the hen-house roof to peek at the secret operation. It didn't help, though. They couldn't add anything to the things they already knew.

When he was older, Gramps was disappointed to learn there wasn't any real secret.

"Making soap isn't much different from good cooking," Great-grandmother said. The real reason for keeping the children away was so they wouldn't get burned!

A day with Great-grandmother

Tell students that the children in a pioneer family also had many responsibilities. For example, children who had responsibility for a school pony had to harness it, check it at recess, check it again at lunchtime, groom it when they returned home, and feed it.

Tell students:
- Work in small groups.
- Develop a timetable for a day that you might have spent with Great-grandmother.

Encourage students to mention items such as feeding hens, milking cows, riding long distances to school, helping in the house and barn, and babysitting while meals were being prepared.

Pages 81-83
Weather Wise/Blizzards

Weather conditions influenced the prairie farmers' successes and failures. Great-grandmother became an expert in predicting weather. But even experts can have adventures that threaten life. Great-grandmother was no exception!

"Read pages 81-83 to find out how even an expert like Great-grandmother could be deceived by the weather."

DISCUSS:

- How did weather conditions affect the prairie farmer?
- What did Great-grandmother mean when she said "Every cloud has a silver lining"?
- Why were blizzards so dangerous for prairie settlers?
- Why did Great-grandmother start out for the schoolhouse in a blizzard if she was weather wise?
- How does the weather influence our lifestyle today?

Making a weather-story booklet

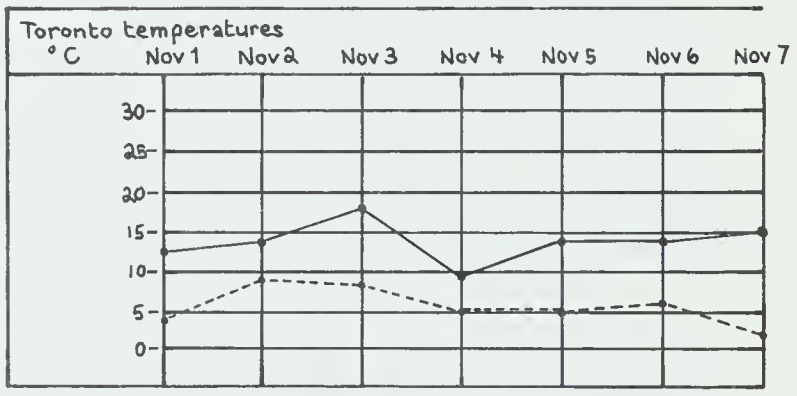
Tell students:
- Interview parents or grandparents about the "worst weather" or a "weather story" like the one Great-grandmother told.
- Collect the stories in a class booklet.
- Illustrate the booklet.

Graphing the weather

Divide students into groups of 5 or 6.

Tell each group of students:
- Choose a provincial capital city of Canada.
- Record its daily low and high temperature for a week. (The local newspaper would be a good reference for this information.)
- Chart the temperatures on a graph. Use a broken line for the low temperature and a solid line for the high temperature.
- Display the charts on the bulletin board.
- Compare the temperatures of each city.

Example



Pages 83-84
Picnics

"Read pages 83-84 to find out what kind of activities and events took place at a pioneer picnic."

DISCUSS:

- What is "school spirit"?
- What kinds of events create a lot of school spirit?
- What kinds of events do you like to participate in?
- What is "community spirit"?

- What events created community spirit in early pioneer days?
- Why would a picnic in pioneer days be such a joyful event?

Going on a picnic

Plan a class picnic for year-end at school. Divide students into small groups and have each group design an event card for the picnic. They might choose activities such as races (potato race, three-legged race, wheelbarrow race) and ice-cream making.

Pages 85-86
My Own Inheritance

Invite students to share or discuss things they have inherited from their family or relatives, such as names, physical characteristics, material goods, memories, or photographs.

"Read pages 85-86 to find out what Sara Jane inherited from her Great-grandmother."

DISCUSS:

- What did Sara Jane inherit from Great-grandmother?
- Why did Sara Jane treasure her inheritances?
- What makes a family?
- Why is family important?
- In what ways will your family continue to be important to you in the future?

Making an almanac
EVALUATION ACTIVITY

Tell pairs of students:

- Review the chapter to find terms that can be illustrated in a booklet entitled, "Great-grandfather's Picture Dictionary."

Examples of terms

Great Grandfather's Dictionary	
soddy	a house made of sod
stoneboat	a platform on runners made for dragging stones and logs
walking plough	a plough guided by hand

- Illustrate the terms.
- Use paints or pastels to colour each illustration.
- Display the picture dictionary on the bulletin board.

Parallel studies

Compare the prairie settler with the Ontario settler under these headings:

—homes
—food
—farm life

If available, use the media kit *Pioneer Life* from Moorland-Latchford Company (see bibliography, page 57) for information on the lifestyle of Ontario's early pioneers.

Bibliography

For teachers

Print materials

Broadfoot, Barry. *The Pioneer Years 1895-1914*. Don Mills, Ontario: PaperJacks, 1978.
Charyk, John C. *The Little White Schoolhouse*. Saskatoon, Saskatchewan: Western Producer Prairie, 1968.
Charyk, John C. *Pulse of the Community*. Saskatoon, Saskatchewan: Western Producer Prairie, 1970.
McClung, Nellie L. *Clearing in the West*. Toronto: Thomas Allen and Son, 1976.
Morris, Audrey Y. *The Gentle Pioneers*. Don Mills, Ontario: PaperJacks, 1973.
Traill, Catherine Parr. *A Canadian Settler's Guide*. Toronto: McClelland and Stewart, 1969.

Non-print materials

Black Creek Pioneer Village. Moorland-Latchford. 1966. 22 min, colour.
Irish Settler. Newcomer's Series, Imperial Oil Limited. 1977. 54 min, colour.

For students

Print materials

Kurelek, William. *The Prairie Boy's Winter*. Montreal: Tundra, 1973.
Kurelek, William. *The Prairie Boy's Summer*. Montreal: Tundra, 1975.
Worline, Bonnie B. *The Children Who Stayed Alone*. New York: Scholastic Book Services, 1968.

5. Letters to France

Introduction

Fry Readability Scale: High Grade 3

The story describes Gabriel Marchand's first year as a Jesuit mission *donné* in New France. Readers learn about Gabriel's experiences through letters that he writes to his family in France.

The events follow this sequence:

pp.	
92-93	*Introduction*
94-96	*Summer* (Gabriel's narrow escapes from death)
97-100	*Fall* (Living in a Huron village)
103-105	*The Fishing Trip* (Fishing the Huron way)
106-109	*Winter* (Winter activities and Grand-père's stories)
110-112	*Spring* (Planting the fields)

Objectives

1. Understanding that people in early Indian societies developed a variety of distinctive ways to meet their needs in the environment
2. Appreciating how the lifestyle of Canada's early settlers was affected by geography, physical environment, and social organization
3. Developing concepts that lead to an understanding of how the arrival of European explorers affected the existing social environment of Canada
4. Understanding the worth of elders in the teaching of skills, values, and attitudes in the community
5. Examining the contribution of some natural resources to the wealth of Canada
6. Examining the role of beliefs in various culture groups
7. Understanding how seasonal changes affect Canada's geography and the influence these changes have on lifestyle

Pages 92-93 Introduction

Introduce the chapter by reading pages 92-93 aloud to students.

DISCUSS:

- How old do you think Gabriel was when he left France?
- What responsibilities did a *donné* have?
- Who were the Jesuits? Why did they build missions among the Indians?
- How did the Ouendat or Huron people help the priests and *donnés*?
- Why do you think young boys, like Gabriel, left their families behind to go to New France?
- How would you have felt if you had been Gabriel?
- Gabriel kept a record of his life in New France through the letters that he wrote to his parents. What other kinds of records are there to tell us about earlier lifestyles?

Viewing a film

Show the film *The Story of Sainte-Marie Among the Hurons* (see bibliography, page 67). Shot on location at the reconstructed mission of Sainte-Marie, the film tells the story of the high hopes and final defeat of the founders of Sainte-Marie through the memories of a shoemaker who gave his services as a *donné*.

- How did the actors and actresses in the film find out what life was like at Sainte-Marie?
- Why was Sainte-Marie reconstructed?
- What clues did researchers find to the location of the buildings at the site?
- Why had the Huron been friendly with French voyageurs before the Jesuits arrived?
- What did the Hurons receive for the furs they traded?
- From what group did the Hurons receive the fur pelts for trading?

Visiting a reconstructed site

As a part of the study of this chapter plan to visit a reconstructed site in your area. If it is possible, have students visit the actual site of Sainte-Marie at Midland, Ontario. In lieu of a visit to a reconstructed site, students could gain a similar experience from a visit to a local museum, library artifact collection, or Indian reserve. If these are not possible, a Native person or an historian could be invited to speak to the class.

Before visiting a reconstructed site, divide the class into groups to discuss the trip and make the necessary arrangements. The planning groups should decide how to divide responsibility for,

—fund raising
—research
—transportation (including route, maps, and itinerary)
—activities at the reconstructed site.

A class representative could handle correspondence with the Publications Department at Sainte-Marie (see bibliography, page 67) if you plan to visit the Huron village.

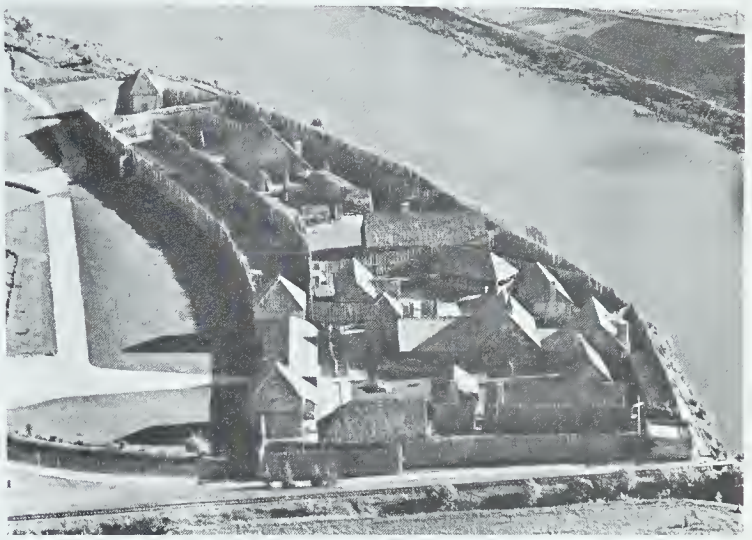
Making a model of Sainte-Marie

As an on-going project to work on during the study of this chapter, assist students in the construction of a model of the Huron village at Sainte-Marie.

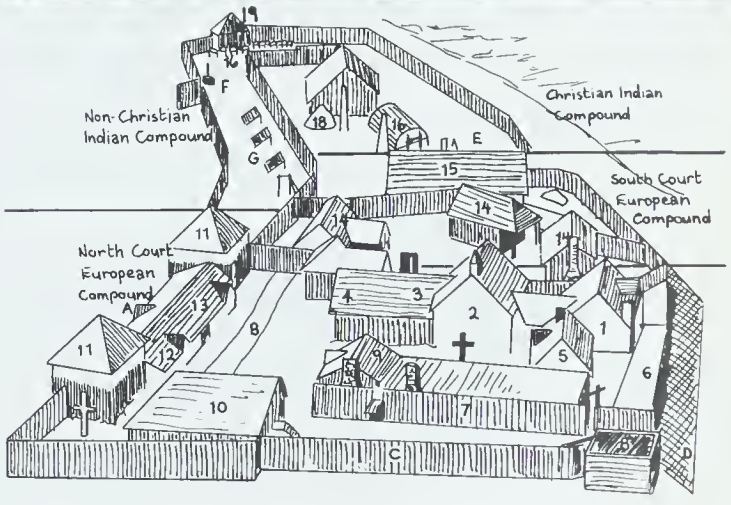
Students will need: cardboard, pipe cleaners, wire, plastic straws, twigs, paper, tape, glue, paint.

Tell students:

- Locate a map of Sainte-Marie or write to the Publications Department at Sainte-Marie for one.
- Examine the photographs on pages 94, 98, 101, 104 and the illustrations on pages 92, 99, 100, 102, 103 to find out what the village looked like.
- Study the directions on page 102 to find out how to make a longhouse. These directions can also be used to construct other buildings in the village.



Ontario Ministry of Tourism and Recreation

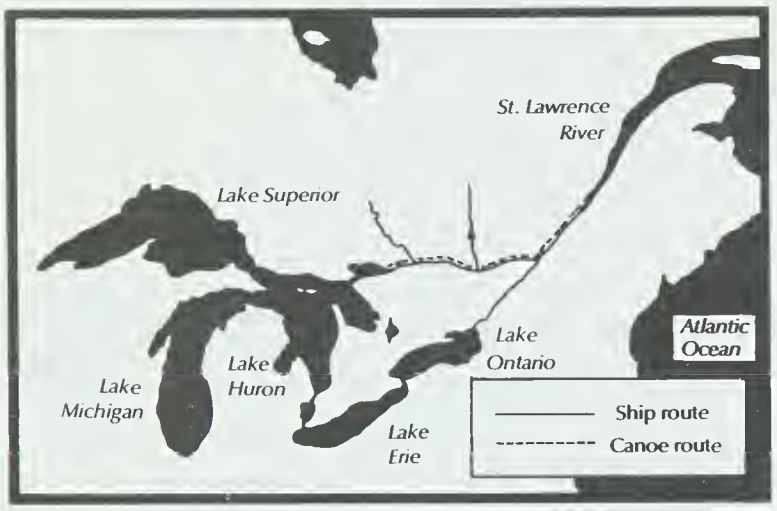


Sainte-Marie among the Hurons

1	Jesuit dwelling	16	Huron longhouse
2	Chapel	17	Hospital
3	Carpenter's shop	18	Algonkian wigwam
4	Blacksmith's shop	19	Five-sided bastion
5	Cookhouse		
6	Stable		
7	Barn		
8	Northwest bastion	A	Gateway
9	Dwelling	B	Waterway
10	Granary	C	Palisades
11	Bastion	D	Pilgrim's walk
12	Barracks	E	Cemetery
13	Storeroom	F	Well
14	Dwellings	G	Lean-to
15	Indian Church	H	Wye River

Page 93
Mapping Skills

Making a map

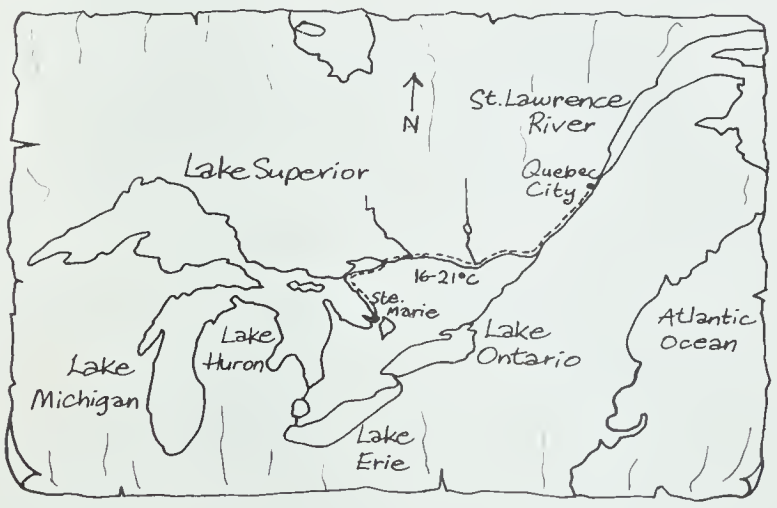


Divide students into groups of 2 or 3.

Tell each group of students:

- Sketch the map from page 93 onto brown kraft paper.
- Use an atlas to mark the following on your map;
  —North
  —names of bodies of water
  —site of Sainte-Marie at Midland, Ontario
  —Quebec City
  —Gabriel's journey from Quebec
  —temperature of areas along Gabriel's route in June
- Tear the edges of the paper and wrinkle it to look like old parchment.
- Display the map on the bulletin board.

Example



Pages 94-96
Summer

In his first letter home, Gabriel describes his voyage to Quebec and then to Sainte-Marie. Gabriel experiences seasickness, blisters, fatigue, rapids, and snake bites.

"Look at the photograph on page 94."

DISCUSS:

- Why were both the mission at Sainte-Marie and the village of the Huron surrounded by a palisade?
- What enemies might each group have had?
- What kind of protection would the palisade provide?
- What would the disadvantages of a palisade be?
- What else could have been used for protection?

"Read pages 94-96 to find out how Gabriel spent his summer."

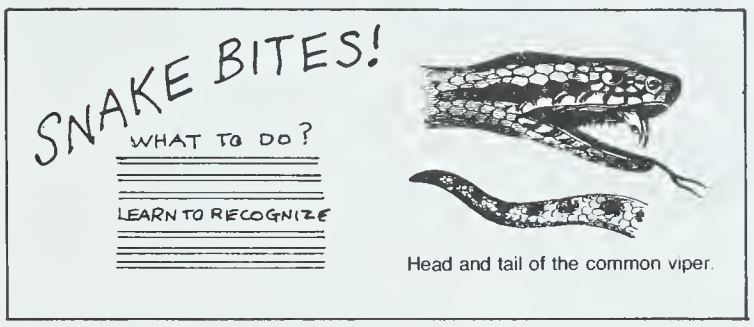
DISCUSS:

- What kind of experiences did Gabriel have on the voyage from France?
- Why did the men make fun of Gabriel?
- How do you feel when someone makes fun of you?
- How could you convince someone that it is not right to make fun of others?
- Are any kinds of teasing right? If so, what kind? Are there some things that you should never tease anyone about? If so, what things?
- How should a person react to teasing? Explain your answer.
- Why did Gabriel think about death so much?
- What close calls did Gabriel have with death?
- What close calls have you had with danger or death?

Making posters

Students will need: poster paper, paint, felt pens.

Direct students to make first-aid posters for:
- —snake bites
- —drowning victims
- —burns
- —insect stings
- —cuts

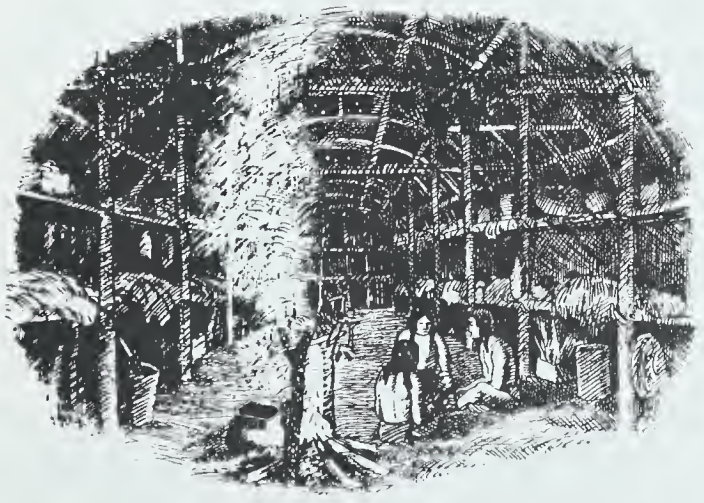


Give students some instruction on poster-making techniques. Focus on the importance of lettering, illustrations, use of colour, and clear communication.

Pages 97-102
Fall

In the next letter to his family, Gabriel talks about living in a Huron village and his new friend, Tehare. Gabriel describes some of his everyday experiences in a longhouse.

"Read pages 97-100 to find out what Gabriel thought about living in a longhouse."

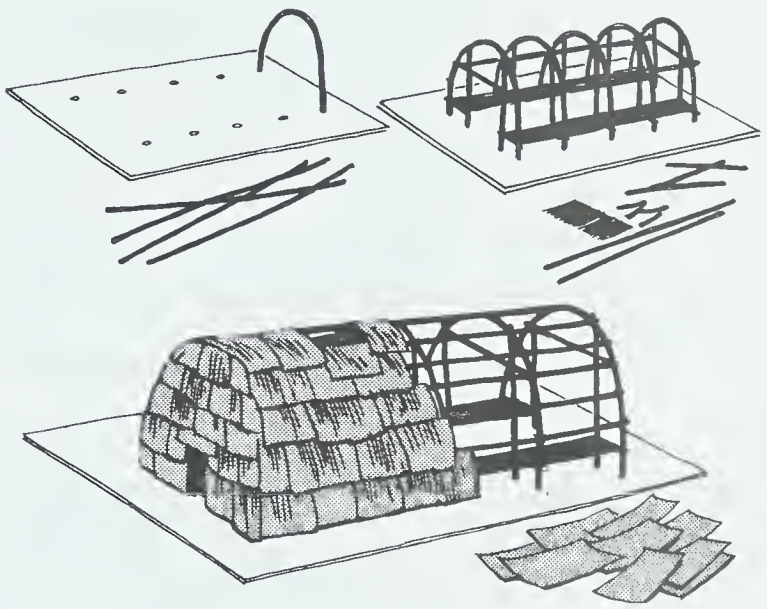


DISCUSS:

- What do you think it would be like to live with thirty people in a longhouse?
- Why would so many people live in each longhouse?
- Why would it be a good idea to build a village close to water?
- How many different shapes of buildings can you find? What purpose does each building serve?
- In what direction from the village is the forest? the water?

Making a longhouse

Direct students to complete the longhouse model on page 102. Divide the class into working groups of four students per group. Encourage groups to make their model longhouse to scale.



A living Huron Village
EVALUATION ACTIVITY

Students will need: Plasticine or found materials to create people models.

Tell students:
- Work in small groups.
- Make people figures to add to the model of the village at Sainte-Marie.
- Create a diorama of Gabriel's first day in the Huron village by rereading the text pages 97-100 to locate the people models in and around the village.

Playing the stone game

Tell students that the Hurons played a game with stones or flat clay discs and a basket. Other tribes played a version of this same game. Sometimes a dish of wood or bark was used instead of a basket.

To play the game tell students:

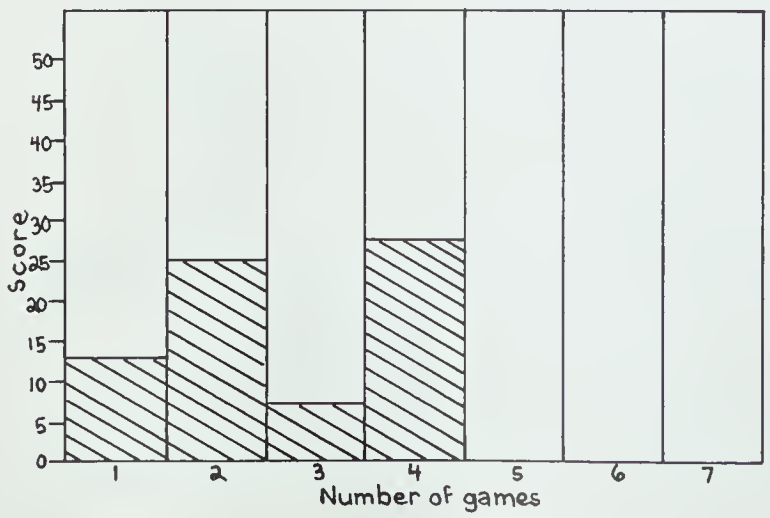
- Work in small groups.
- Find six small, light, flat stones for your group.
- Paint one side of each stone a different colour. Let the paint dry.
- Assign points for each colour of stone. For example:
  - red = 10 points
  - blue = 8 points
  - purple = 6 points
  - green = 5 points
  - yellow = 3 points
  - orange = 1 point
- Put all the stones in a basket and take turns tossing them gently in the air.
- Catch the stones in the basket.
- Count your score. Only the stones in the basket with the coloured side up count.
- Make up your own rules.

Graphing your score

Tell students:

- Keep a record of your scores for a series of games.
- Graph your results using a block or bar graph.
- Compare your graph with the graphs of your classmates.

Example



Cooking bannock

Tell students that bannock was a popular food among many groups of Indians. It is an unleavened bread that can be cooked over an open fire in a pan. Today, it is still a popular food with many trappers and campers.

Invite parent volunteers or aides to assist groups of students to prepare bannock.

Students will need: metric measuring spoons and cups, frying pan, bowl, fork, flour, salt, baking powder, lard.

Bannock

700 mL flour
5 mL baking powder
30 mL lard
175 mL water
pinch of salt

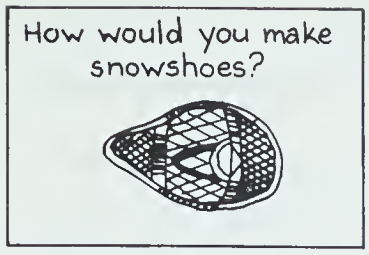
1. Put all ingredients together in a bowl.
2. Stir the ingredients into a dough and knead it.
3. Flatten the dough and place it in a greased frying pan.
4. Cook over heat until golden brown.
5. Eat your share of the bannock before it is all gone.

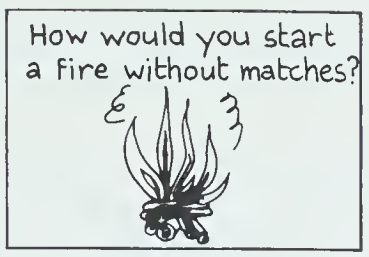
Recording your cooking experiences

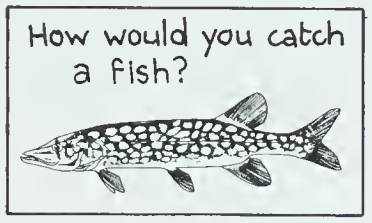
As a follow-up activity, ask students to record and illustrate some other cooking experiences that they have had. Encourage them to include a personal view with anecdotes. This will promote an expressive style of writing. Invite students to create their own recipe cards as well.

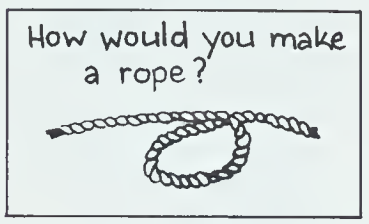
Survival
EVALUATION ACTIVITY

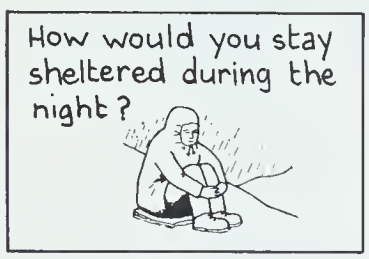
Remind students that Native peoples used whatever materials were available in their physical environment. Give students an opportunity to discuss how they would deal with various situations using only natural materials if they were on a camping trip. Prepare the following situation cards with one question per card.

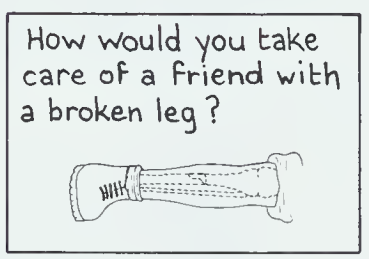












Tell students:

- Work in groups of 3 or 4.
- Select one of the cards.
- Try to answer the question on the card with your group by using any of the following techniques,
  —group discussion
  —interviewing a local expert
  —reading information sources such as *Tendi's Snowshoes* and *Tendi's Mossbag* (see bibliography, page 67)
- Prepare a list of possible solutions with the advantages and disadvantages of each.
- Illustrate the most appropriate solutions.

Pages 103-106
The Fishing Trip

In this letter, Gabriel explains to his family how the entire village co-operates and participates in preparations for a fishing trip. He tells them that fishing requires a lot of work, but sometimes there is a feast to look forward to.

"Read pages 103-105 to find out what jobs had to be done on a fishing trip."

DISCUSS:

- What experiences have you had fishing?
- What "fish stories" have you heard?

Comparing fishing today with fishing long ago

Direct students to develop a chart that compares fishing today with fishing long ago. Example

	Fishing for food today	Fishing for food long ago
Preparation	- buy fishing licence - buy bait - find maps - get gas for motor - pack clothes - get rods, reels and lures	- make traps - make hooks
Equipment	- fishing rod + reel - net - bait - boat - motor - life jackets - lures	- fish hooks - traps for streams and rivers - bait - paddle
Transportation	- car to drive to fishing area - motor boat	- canoe
Types of fish	- selective fishing of particular species	- whatever was available depending upon the season
Cooking method	- frying - baking - steaming	- drying - baking

Be a film producer

Before students complete the activity on page 106, encourage them to plan their filmstrip on paper first. Heavy mil acetate and permanent, overhead markers should be used for best results.

Suggest to interested students that they make a second filmstrip that depicts one of their own fishing experiences.

Pages 106-109
Winter

As winter approaches Gabriel experiences the cold weather, but finds that winter is a time for many indoor activities. Gabriel tells his family that one of the things he enjoys most on a winter evening is listening to Grand-père tell stories.

"Read pages 106-108 to find out how the Huron dressed for winter. Work in pairs to sketch an illustration of Tehare as he was described by Gabriel."

DISCUSS:

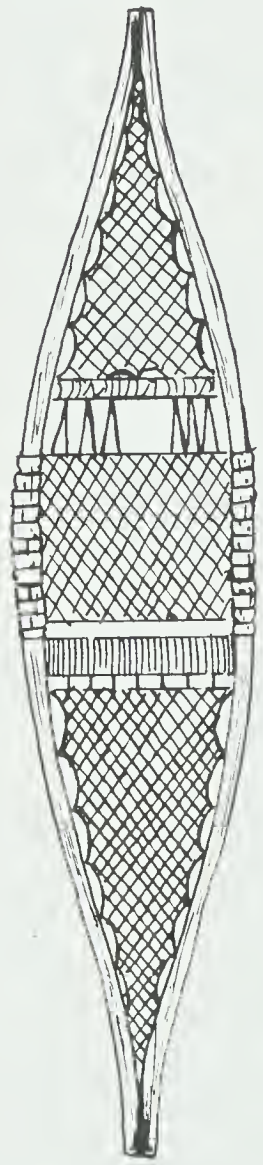
- What skills were needed to make Tehare's clothing?
- Who possessed these skills?

Identifying types of snowshoes

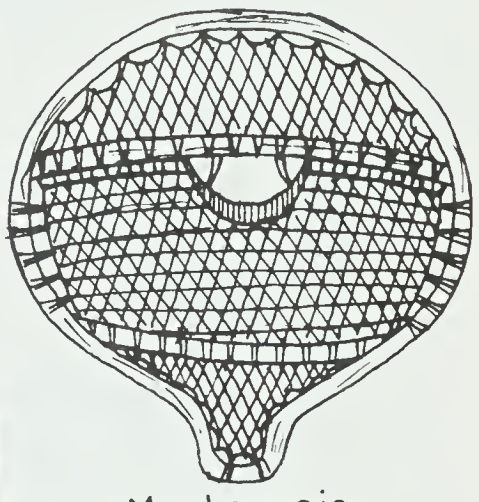
Invite students to use library resources to find out about snowshoes and to share any personal experiences that they may have had wearing snowshoes. Divide students into groups of 3 or 4. Instruct students to find out:

- What types of snowshoes are in use today and in what regions of Canada are they used?
- What types of snowshoes were made and used by various Native peoples long ago?

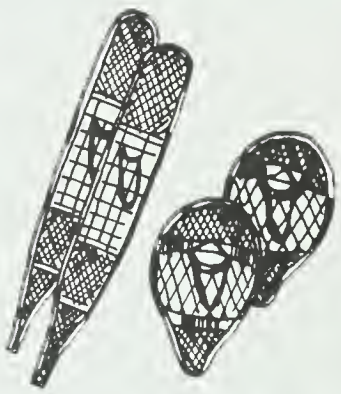
Example



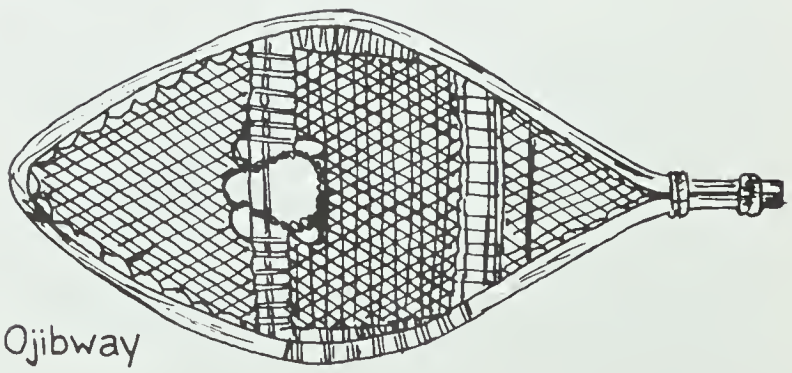
Cree



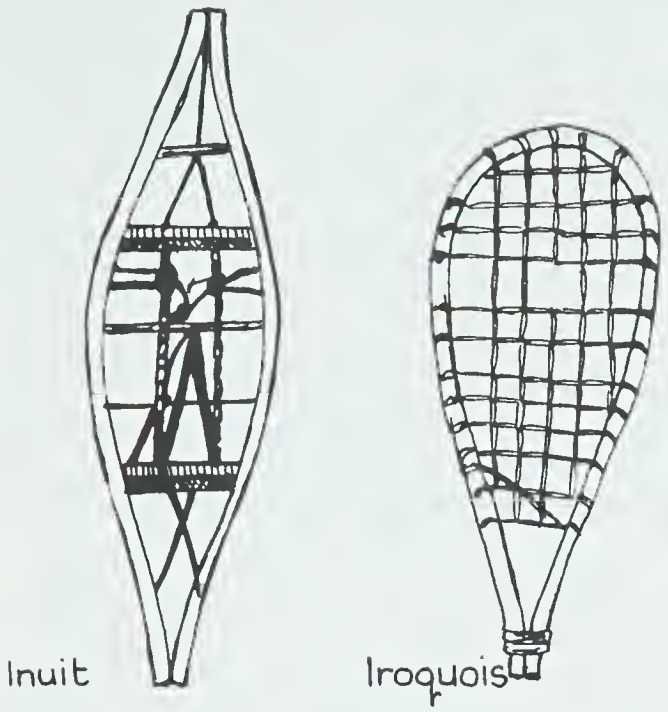
Montagnais



Indians of the Subarctic



Ojibway



Locating types of snowshoes on a map

As an extension of the previous activity, tell students:

- Make illustrations of the types of snowshoes that you found are in use today and of the types used by Native peoples long ago.
- Label each snowshoe illustration and place it on a map of Canada in the region where it is/was used.
- Challenge students to make up a code to distinguish present-day snowshoes from those of the past. (For example, colour one type brown and the other type orange.)

"Read pages 108-109 to find out why Gabriel thought Tehare's grandfather was special."

DISCUSS:

- Why were older people so respected among the Huron?
- Do you think you should show more respect to your elders?
- What can you do to show more respect to your elders?
- What are some good reasons for showing more respect to older people?

Pages 110-112
Spring

Gabriel writes to his family about some of the jobs that have to be done in spring. Preparing fields and planting corn are major spring activities.

"Read pages 110-112 to find out what happens to Gabriel in the spring."

DISCUSS:

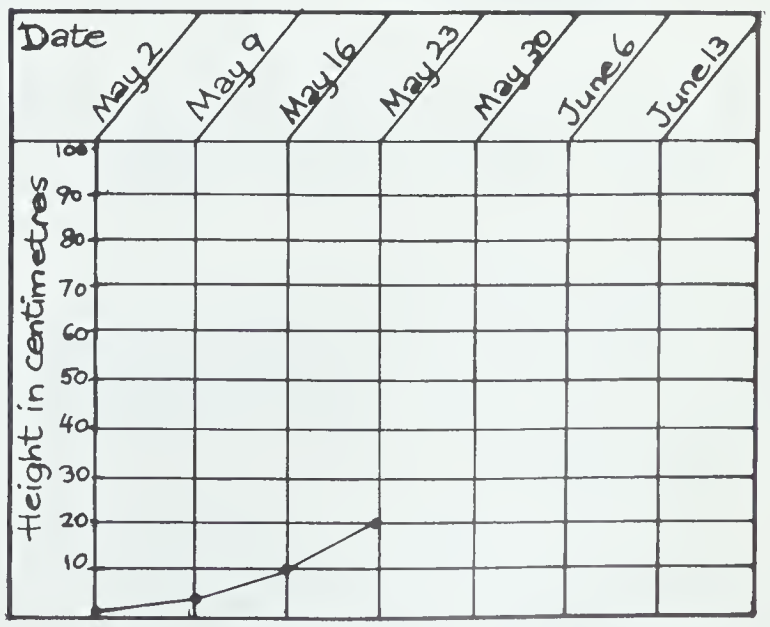
- Why was spring a time of beginnings for Grand-père?
- When would spring begin for the Huron?
- What jobs had to be completed in spring?
- Who is writing in the illustration on page 112?
- Why did many European settlers die when they were still quite young?
- How would you have felt if Gabriel had died?

Growing corn

Tell students:

- Plant some corn in a sheltered, sunny area of the schoolyard or in a large bushel basket in the classroom.
- Chart and graph the growth of the corn on a weekly basis.

Example



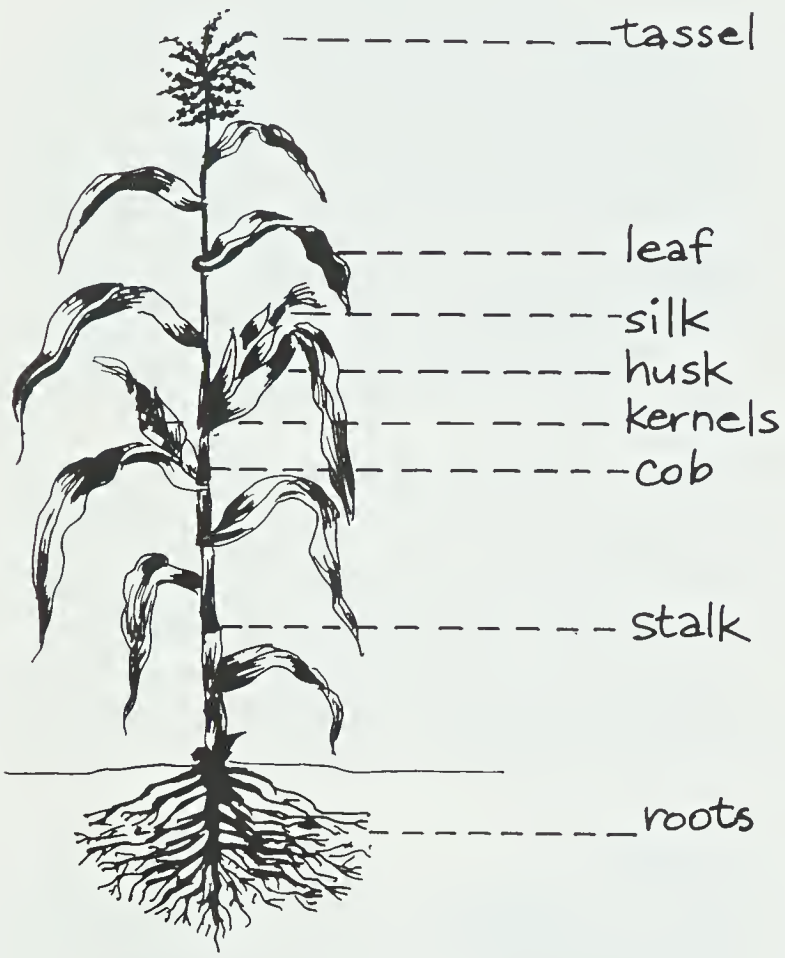
- As an on-going project, illustrate the various stages of planting, caring for, and harvesting the corn.

Listing uses of corn

Tell students that the Native peoples used each part of a corn plant for some purpose.

Instruct students to:

- Draw and label the parts of a corn plant.
- Beside each part list its use by Native peoples.



Collecting varieties of corn and corn recipes

Tell interested students:

- Collect as many varieties of corn as you can (popcorn, dent corn, flint corn, sweet corn, flour corn). Photographs, magazine illustrations, and your own drawings may be substituted.
- Bring some recipes from home that make use of corn, corn flour, or cornmeal. Group the recipes into categories such as vegetable dishes, main dishes, breads, and desserts.
- Make a corn cookbook for the class.

Reading aloud to students

Read the legend of "The Corn-Husk Doll" from *Tales of Nakomis* (see bibliography, page 67) to students.

DISCUSS:

- Why doesn't the corn-husk doll have a face?

Making a corn-husk doll or mask

Give students the opportunity of making their own corn-husk doll by following the directions for the activity on pages 114-115.

Corn husks can be purchased at most craft stores or they can be collected in the fall and dried in the sun. (This would be an excellent example to students of the economic benefits of planning ahead.) The glycerine needed to soak the corn husks is available in drugstores.

As an alternative activity, students could make a corn-husk mask by tying husks across a circular wire frame and decorating it with painted features.

Parallel studies

Compare the Huron with another Native group. Use the basic headings of food, agriculture, clothing, transportation, resources, tools, and shelter for the comparison.

For teachers
Print materials
Coatsworth, David. *Farmers of the East: Huron Indians*. Toronto: Ginn and Co., 1975.
Drury, E. C. *All for a Beaver Hat, a History of Early Simcoe County*. Toronto: Ryerson Press, 1959.
Hawkes, Christopher. *Sainte-Marie Among the Hurons*. Toronto: Ginn and Co., 1972.
Jury, W. W. *Sainte-Marie Among the Hurons*. Toronto: Oxford University Press, 1965.
Quinn, George. *The Huron Farmers of the North*. Toronto: Metropolitan Separate School Board.
Sainte-Marie Among the Hurons 1639-1649. A Learning Experience Programme Manual. Midland, Ontario.
Schneider, Richard C. *Crafts of the North American Indians — a Craftsman's Manual*. Toronto: Van Nostrand, 1972.
Tooker, Elizabeth, *An Ethnology of the Huron Indians, 1615-1649*. Michigan: Scholarly Press, 1964.
Trigger, Bruce, *The Huron Farmers of the North*. Toronto: Holt, Rinehart, and Winston, 1969.

A complete list of books and audio-visual material is available from
The Publications Department
Sainte-Marie Among the Hurons
P.O. Box 160
Midland, Ontario
L4R 4K8

Non-print materials
Five-foot square — the story of an archaeological expedition. Trent University. 28 min, sound, colour.
Serpent River Paddlers. Film Arts, Canadian Filmakers Distribution Centre. 15 min, colour.
The Age of the Beaver. National Film Board. 1970. 17 min, colour.
The Longhouse People. National Film Board. 1970. 23 min, colour.
The Story of Sainte-Marie Among the Hurons. Key Productions. 1968. 29 min, colour.
Village in the Dust. National Film Board. 1962. 19 min, colour.

For students
Print materials
Johnston, Patronella. *Tales of Nakomis*. Don Mills, Ontario: Musson, 1975.
Tendi's Mossbag. Curriculum Division, Department of Education, Northwest Territories, Yellowknife. Toronto: McGraw-Hill Ryerson, 1974.
Tendi's Snowshoes. Curriculum Division, Department of Education, Northwest Territories, Yellowknife. Toronto: McGraw-Hill Ryerson, 1974.

6. Totem's Story

Introduction

Fry Readability Scale: Low Grade 4

This is the story of a totem that was made by a master carver of the Kwakiutl people. The reader follows Totem from British Columbia, to Portland, Oregon, and eventually to the McMichael Canadian Collection in Kleinburg, Ontario.

Events follow this sequence:

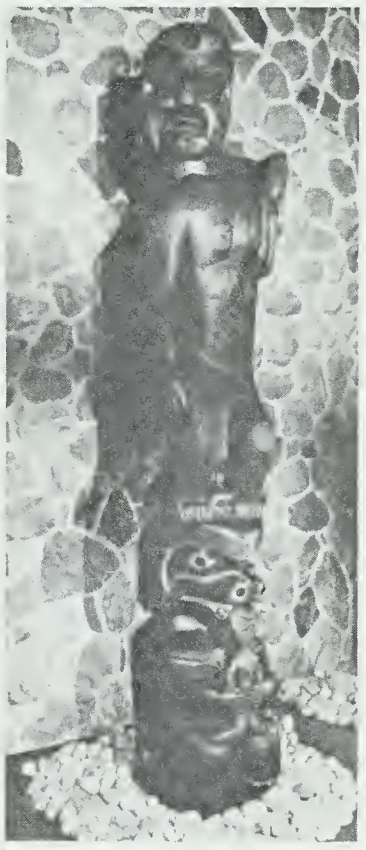
pp.	
116-123	*Introduction* (Totem's beginnings)
124	*Long Ago . . .* (Totem is abandoned)
124-125	*Totem's Journey* (Totem goes to Oregon)
125-126	*In Kleinburg . . .* (A disaster)
126-127	*A Scientist at Work* (Dr. Leech plans the restoration of Totem)
127	*Work Begins* (Totem is restored)

Objectives

1. Understanding that the physical environment influences a people's way of life
2. Establishing that early lifestyles were closely attuned to the resources provided by the physical environment
3. Understanding the role of aesthetics in early Canadian communities
4. Understanding the links between aesthetics, beliefs, and values in the lifestyle of Native peoples
5. Developing an understanding of the concept of conservation
6. Introducing the issues associated with the arrival of European settlers
7. Introducing the concept of tradition
8. Understanding the role of artists in Indian communities

If possible, introduce this unit to students by showing the "Prologue" to *The Newcomers* (see bibliography, page 75). Follow the film with a class discussion that focusses on feelings and reactions of West Coast Native people when Europeans arrived.

"Read pages 116-123 to find out how Totem came to be."



DISCUSS:

- What examples of co-operation were shown in the development of Totem?
- What information and skills were brought together to create Totem?
- What traditions were followed in developing Totem?
- What environmental features made it possible for Kwakiutl people to carve totems?
- Why do you think the Huron did not become as skilled at carving as the Kwakiutl did?

Establishing how the Kwakiutl lived

Help students to understand that the physical environment of the West Coast influenced, to a large extent, the lifestyle of the Kwakiutl. Use an atlas and the map on page 117 to point out to students that the Kwakiutl lived in a region with record high rainfall, mild winters, rugged terrain, tall trees, and a large ocean, which affected the way they lived.

Comparing Kwakiutl and Huron

Using *Sea and Cedar* as a resource (see bibliography, page 75), work with students to compare Kwakiutl and Huron in terms of their,

—homes
—food
—clothing
—art, crafts, and decoration

In the comparison, develop the following points about the Kwakiutl,

- The Kwakiutl depended more on the sea than on the land for food.
- Dense vegetation and mountains hampered the Kwakiutl's movement inland.
- The Kwakiutl had to build large boats in order to venture out to sea.
- The Kwakiutl had to make large nets for fishing in the ocean.
- The Kwakiutl built large plank lodges.
- Co-operation was needed to accomplish these large projects.
- The Kwakiutl developed a technology that reflected their dependence on wood. (For example, adzes, drills, chisels, wedges, hammers, and sanding materials.)
- The Kwakiutl became proficient carvers and users of wood. They used their wood-carving skills to make dug-out canoes from cedar and fir, dishes from yellow cedar, raincoats from shredded cedar bark, and to carve their history in totems.
- The Kwakiutl developed a social and economic organization based on the accumulation and exchange of resources and wealth (for example, the potlatch ceremony).

Illustrating West-Coast life

Tell students:
Use as many information sources as possible.

- Make a collection of books, pictures, and photocopies that illustrate aspects of Kwakiutl culture.
- Make sketches that depict Kwakiutl life-style and display them as a bulletin-board collage.

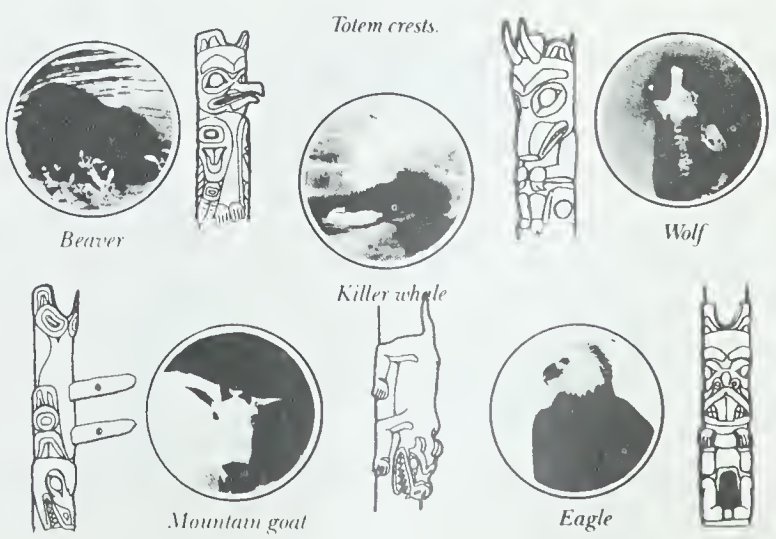
Before examining the photographs and illustrations on page 119, provide students with some background information. Tell them that Native artists used symbolic forms and shapes to carve or paint animals and birds. Historians are just beginning to develop an understanding of the complex thinking represented by the symbolic forms in the carvings and paintings of Native peoples.

Examples

Often, these designs were split into many parts. Ovoids and V-forms were used to fill the empty spaces. These tended to make the artwork complicated and difficult to understand if you were not familiar with a group's tradition and culture.

DISCUSS:

- What features of the animals are exaggerated in the carvings on page 119?
- What shapes can you find carved in the totems?



Collecting totems

Direct students to collect photographs and pictures of totems in a class booklet. Encourage them to look for the exaggerated animal features and the stylized forms in each.

Taking a field trip

A field trip to a local museum or art gallery, would give students a first-hand experience which would enhance their understanding of this material. Encourage students with cameras to take photographs during the tours as a class reference.

Examining totem crests

Assist students to examine the totem crests on page 27 of *Sea and Cedar* (see bibliography, page 75) or draw the ones that follow on the chalkboard. Discuss the symbolic forms of Kwakiutl Wolf, Tlingit Killer Whale, and Haida Bear.

Wolf

Bear

Whale

Focus students' attention on the following features of the illustrations:

—*Wolf* has large teeth and a long nose.
—*Killer Whale* has a large mouth and a long thin fin along its back.
—*Bear* has a short snout, large teeth, a tongue that slides in and out, and large paws and claws.
—*Beaver* has two large incisor teeth, a stick between its paws, and a wide, cross-hatched tail.
—*Raven* has a long straight beak.
—*Eagle* has a beak that is curved down.

Beaver

Raven

Eagle

Designing a totem figure

Students will need: kraft paper (1 m × 1 m), paint or oil pastels.

Tell students:

- Work in pairs.
- Select a bird or animal to illustrate as a totem figure.
- Decide which important features to exaggerate.
- Decide which of the basic forms can be used.
- Sketch a symbolic design on kraft paper.
- Colour the sketch with paint or oil pastels in strong colours.
- Cut the design out and display it on the bulletin board.

Carving a totem

Have students complete the activity on page 123. Be sure that they use fresh plaster in order to avoid crumbling. Mixing some sawdust in with the plaster will provide a lighter mould that will be easier to carve.

Page 124
Long Ago . . .

"Read page 124 to find out why the totems were abandoned."

DISCUSS:

- Why did the Kwakiutl chief and his people move away?

During the discussion focus students' attention on the following notions.

—When Europeans arrived, Native peoples were eager to trade with them.
—European traders wanted furs, while Native peoples wanted guns, metals, beads, and mirrors.
—As more Europeans arrived, the lifestyle of Native peoples gradually began to change.
—European missionaries tried to convert Native peoples to their religion.
—Native peoples moved closer to settlements of the Europeans to make trade easier.
—Native peoples began to carve more and more wooden masks, spoons, and bowls for trade with Europeans.
—Europeans' use of land, their laws and government, their education system, and the illnesses changed Native peoples' way of life. Some customs and traditions were no longer practised.
—Today, many customs and traditions are being revived. Some of the older people who have retained their skills are passing on their knowledge to younger generations. Carvings in wood, silver, argillite and paintings and prints have value throughout the world.

Pages 124-125
Totem's Journey

Tell students that, today, groups of young Native artists who have learned traditional carving skills, are making new totem poles to replace old aging ones. Eventually, some old totems will be moved to museum collections to be preserved.

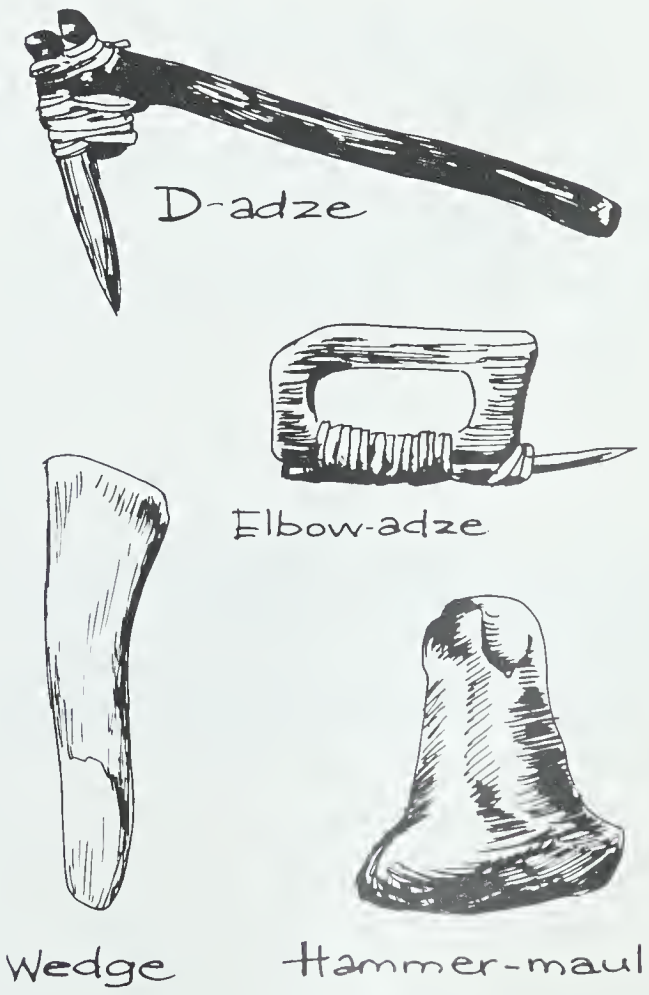
"Read pages 124-125 to find out where Totem was moved to."

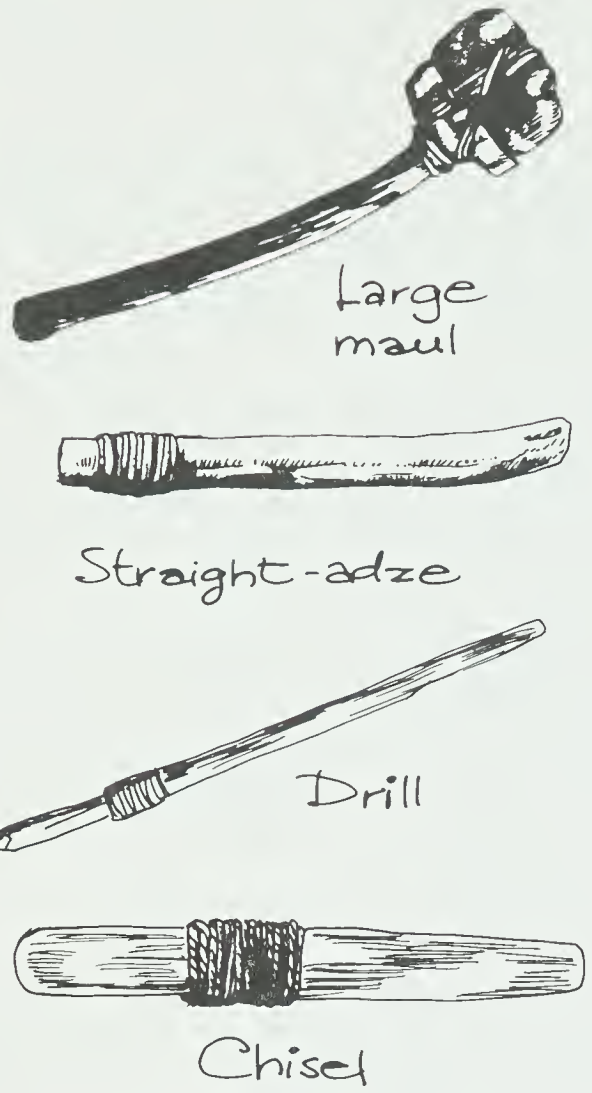
DISCUSS:

- What reasons can you give for and against moving Totem?
- What other Kwakiutl uses of wood can you see in the photographs on pages 124 and 125?

Solving a problem

Tell students that the Kwakiutl used a number of tools to make their homes from planks of wood. Illustrate these on the chalkboard or on activity cards.

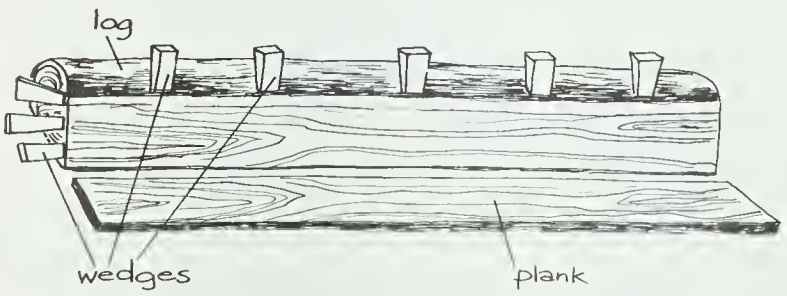




Tell students:

- Work in small groups of 3 or 4.
- Discuss how these tools could be used to make planks from logs.
- Illustrate some of the best suggestions.

Give groups ample time to discuss the question and then make their illustrations. On the chalkboard, illustrate the Kwakiutl method of making planks and discuss it with the class.



Viewing a film

Preview the film *Haida Carver* (see bibliography, page 75) and then show it to the class.

DISCUSS:

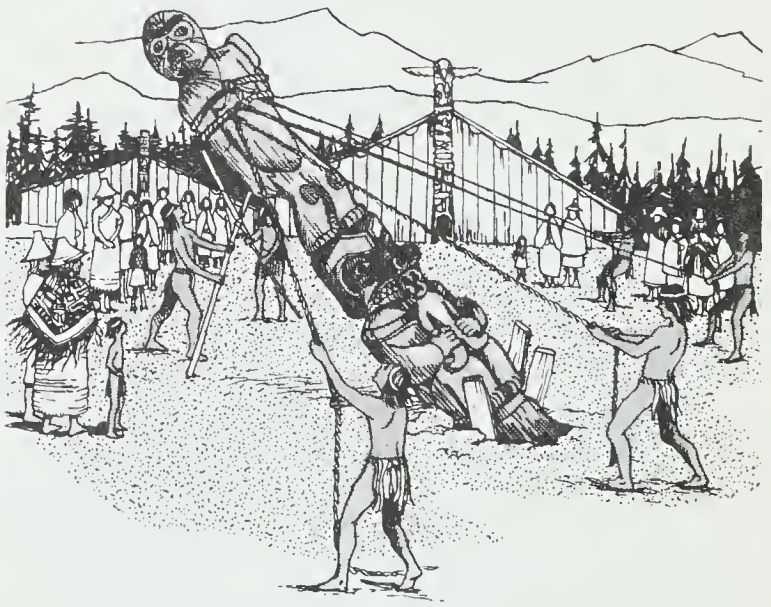
- What is the role of the Native carver (artist) today?
- Why might it be important for Native peoples to continue the skills of their ancestors?
- What symbols did you recognize in the carvings?
- What is argillite and where is it obtained?

Have a class discussion to develop some of the reasons why the Kwakiutl make totems. Focus on these ideas.

—Totems were built as a monument to a chief or as a grave post for a person of high rank.

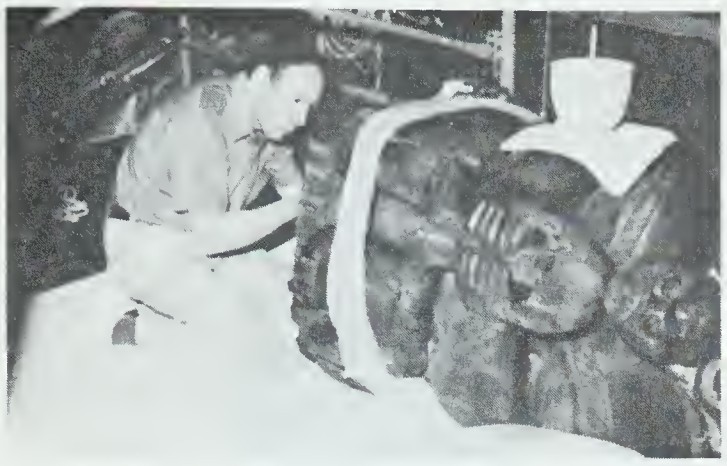
—Totems were used as a support for the interior construction of a wooden house.

—Totems were used as housefront posts with doorways carved in them.



Extend the discussion by focussing on what totem symbols represented. Tell students that animal and bird figures were used as symbols or crests to represent a family or group, and to tell stories or events that were part of that family's history. No one was allowed to use another's symbol or crest without permission.

Pages 125-127
In Kleinburg... A Scientist at Work



"Read pages 125-127 to find out how Totem was restored."

DISCUSS:

- What skills does Dr. Leech require for his job?
- Tell whether or not you would like the job of Conservation Consultant.
- Which aspects of the job would appeal to you? which would not?
- What kind of person would enjoy working as a conservation consultant?
- For what reasons should collections of Canadian artifacts like the McMichael Canadian Collection in Kleinburg, Ontario be kept for everyone to see?
- What artifacts do you think a visitor might see in the McMichael Canadian Collection?

Page 128
Work Begins

Tell students that a ceremony was held when Totem's exhibit was officially opened for display.

"Read page 128 to find out how people at Kleinburg felt when Totem was ready for display."

DISCUSS:

- What kinds of ceremonies do we perform?
- For what kinds of events do people have special ceremonies?
- What charms and superstitions do some people believe in nowadays?

Introduce students to some Kwakiutl rituals or ceremonies. Tell them that, on these occasions, inhabitants of the spirit world were represented by elaborately carved masks of wood. Each mask represented a specific being.

Viewing a film

Show the film *The Loon's Necklace* (see bibliography, page 75) to students. (The characters in this legend are portrayed by ceremonial masks.)

Identifying spiritual beings in legends

Read selected legends to students from resource materials such as *Son of Raven, Son of Deer* or *The She-Wolf of Tsla-a-Wat* (see bibliography, page 75).

Tell students:

- Identify spiritual beings represented in the legends.
- List the names of each mythological being and some beliefs related to it.

Example

Spiritual beings	Related beliefs
Raven	Possessors of this spirit are good hunters. Raven enjoys a clean landscape. Raven's spirit cleans up remains of animals and the trash careless people leave about.
Beaver	This spirit bestows "medicine power" and the ability to change snow or bitterly cold weather to rain or mist by chanting its song.

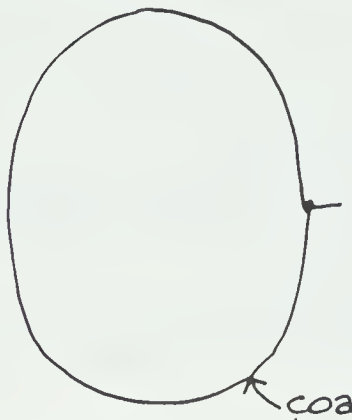
Since the Kwakiutl were skilled weavers and carvers, give students an opportunity to make a mask, individually or in groups of 5 or 6. Encourage them to select one of the spirits from the previous activity. Let them choose one of the following mask-making methods.

Twining a mask

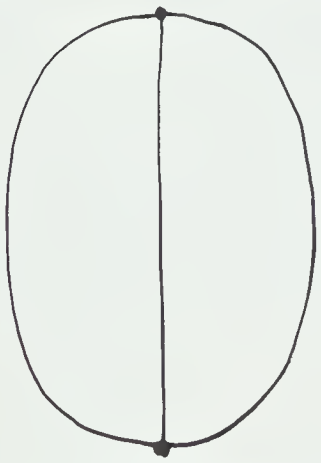
Students will need: coat hangers, jute, beads, cones, feathers, and any other found materials.

Tell students:

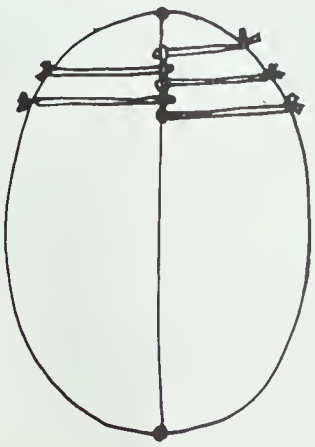
- Bend and clip a coat hanger into an oval shape.



- Fasten a wire down the centre.



- Fasten double-folded jute strings (1 m in length) alternately along the central wire and to the outside wire.



- Fasten a length of double-folded jute to the wire frame and next to the central wire. Twine various colours of jute parallel to the central wire.

- Add beads, cones, feathers, and various found materials to complete the mask.

Sculpting a mask

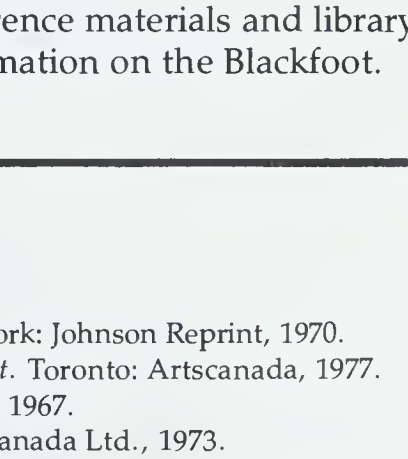
Students will need: Pariscraft or papier-mâché, paint, chicken wire, shellac, string, raffia, wool.

Tell students:

- Bend chicken wire to form a base for the mask features.

- Build Pariscraft or papier-mâché over the chicken wire so that the mask features are greatly exaggerated.

- Paint and shellac the mask. Add string, raffia, or wool for hair and any other features you want on your mask.



Dramatizing a legend

As a follow-up to the previous activity, encourage interested students to act out a legend using their masks to portray the various characters.

Parallel studies

Compare the Kwakiutl people with the Blackfoot of the prairies in terms of:

—homes
—food
—clothing
—art

Use reference materials and library resources for information on the Blackfoot.

Bibliography

For teachers

Print materials

Boas, Frank. *The Social Organization and Secret Society of the Kwakiutl*. New York: Johnson Reprint, 1970.
Brodzky, Anne Trueblood. *Stones, Bones, and Skins: Ritual and Shamanic Art*. Toronto: Artscanada, 1977.
Clutesi, George. *Son of Raven, Son of Deer*. Vancouver: Gray's Publication, 1967.
Patterson, Nancy-Lou. *Canadian Native Art*. Toronto: Collier-Macmillan Canada Ltd., 1973.
Simeon, Anne. *The She-Wolf of Tsla-a-Wat*. Toronto: J. J. Douglas Ltd., 1977.

Non-print materials

Haida Carver. National Film Board. 1964. 13 min, colour.
Our Totem is the Raven. King Screen Productions. 1971. 21 min, colour.
Prologue: The Newcomers. Neilsen-Ferns. 1977. 56 min, colour.
The Loon's Necklace. Crawley Films. 1949. 11 min, colour.
This Was the Time. National Film Board. 1970. 16 min, colour.

For students

Print materials

Kew, Della. *Indian Art and Culture of the Northwest Coast*. Seattle, Washington: Hancock House, 1974.
McConkey, Lois. *Sea and Cedar*. Vancouver: J. J. Douglas Ltd., 1973.
"Totem Poles." *Owl Magazine*, October 1977, pp. 6-9.

7. The People of Bathurst Inlet

Introduction

Fry Readability Scale: Mid Grade 4

Cultures evolve and develop as people interact with their physical environment. Inuit food, shelter, clothing, transportation, technology, and lifestyle developed in response to the seasonal demands of an Arctic environment.

Cultures also evolve and develop as people interact with each other. In the process of interaction, the culture of each group changes. In interacting with each other, Inuit and southern Canadians who have gone to live in the North have each influenced the lifestyle of the other.

This chapter gives the reader a glimpse of the Inuit settlement at Bathurst Inlet. It shows how the way of life in this isolated part of the central Arctic mainland is changing in the interaction between Inuit and peoples from southern parts of Canada.

By becoming familiar with the forces of change, we can better understand how our own culture is affected and is being affected by the diverse cultural groups that make up Canadian society.

Events follow this sequence:

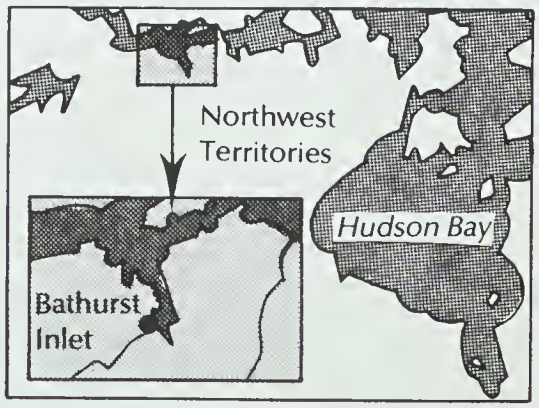
pp.	
130-131	*The New Season* (People and the natural environment of Bathurst Inlet)
135-137	*Contact* (A two-way radio conversation between Yellowknife and Bathurst Inlet)
138-139	*Return of the Caribou* (Hunting season begins)
140	*The Snow House* (Building a snow house)
141-142	*The Hunters Return* (Using the caribou)
143-145	*Return to Bathurst Inlet* (The Warners open their lodge)
145-146	*Health Care* (A disaster at Bathurst Inlet)
147-150	*Visitors from the South* (A guided tour of Bathurst Inlet)

Objectives

1. Understanding that the Inuit have a distinctive culture
2. Becoming familiar with some of the distinctive features that distinguish the Inuit way of life
3. Understanding the natural environment and how it affects, and is affected by, human activities
4. Finding out how the Inuit make the widest possible use of human and natural resources
5. Understanding traditional roots of the Inuit society
6. Realizing that culture is affected by outside forces
7. Understanding that certain values are fundamental to Inuit society, such as:
   a) respect for the individual
   b) concern for others
   c) social responsibility (the family, acceptance of differences)
   d) compassion
   e) honesty
   f) acceptance of work, thought, and leisure as valid pursuits

Pages 130-131
The New Season

Have pupils use their atlases and/or a wall map to locate Bathurst Inlet. Relate this information to the map on page 134 of the text.



DISCUSS:

- What is an inlet? Are there any others nearby?
- What is the name of the nearby ocean?
- What other oceans touch the coasts of Canada?
- What might the weather be like at Bathurst Inlet? Why?
- How would you travel to Bathurst Inlet? In what direction would you travel?
- Which is closer, the Arctic Circle or the Antarctic Circle?

Measuring distances

This is a good time to introduce students to relative distance. Umingmaktok, Cambridge Bay, and Coppermine are the closest settlements to Bathurst Inlet. In terms of students' experiences, the distances between these places and Bathurst Inlet might well be beyond their comprehension, but they can tell which is closest, which is farthest.

Review with students the method of estimating distances on a map as described on pages 48-49 of Chapter 4 in this guidebook. Students will need: strips of paper, atlases.

Tell students:

- Use strips of paper and the line scale on the map to measure how far it is between your community and a place you have visited in Canada.
- Record the distance in kilometres.
- Use the same method to estimate the distance between Ottawa and Montreal; Halifax and Yarmouth; Halifax and Sydney.
- Choose several places from within your own province. Estimate the distance between each place and your provincial capital.
- Follow the same procedure to estimate the distance between Bathurst Inlet and Umingmaktok, Cambridge Bay, and Coppermine.

Before students read pages 130-131, give them some background information on the Inuit. Tell students that the Inuit have lived in the Arctic regions of Canada and the United States for thousands of years. They also live in the Soviet Union and Denmark (Greenland).

In the winter months, there is little light in the Bathurst Inlet area (see page 133). Since hunting activities are difficult, the people have traditionally lived off food they have stored from the previous summer and fall. During this time, they repair the motors on their boats and skidoos, sew clothes, and perhaps carve some soapstone figures. When bad weather closes in on the community, people pass the time by visiting one another's homes. They drink tea, swap stories, recall and retell tales of past events and exploits, listen to music on their record players and tape recorders, and listen to A.M. radio stations (during the winter, these stations can come from thousands of kilometres away).

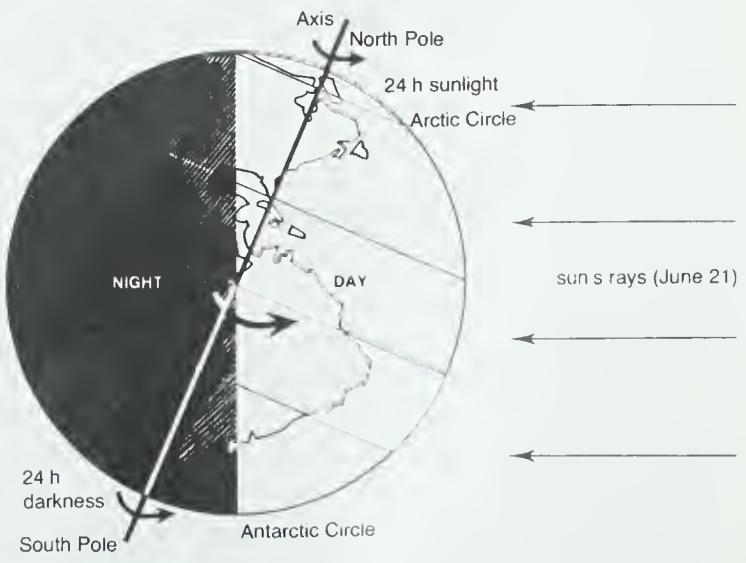
When the sun finally appears, it is the signal that everyone has been waiting for. The long night is over; the season of light and warmth is starting.

"Read pages 130-131 to find out why the small group of people living at Bathurst Inlet were so happy to see the sun."

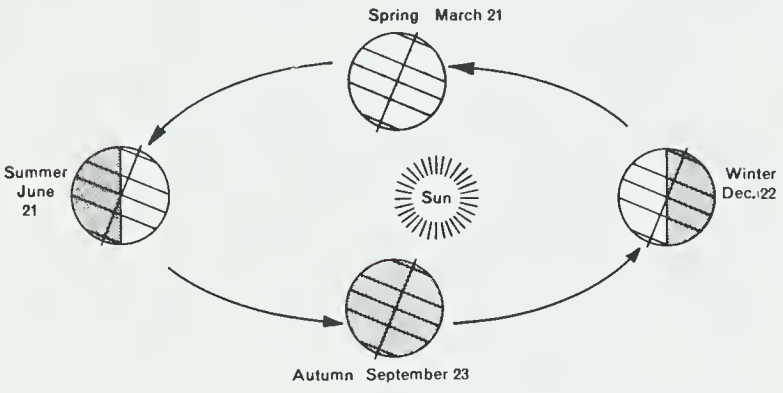
Introducing the concept of 24-hours of daylight and darkness

Introduce students to the concept of 24-hours daylight in summer and 24-hours darkness in winter. Be sure students understand that:

—the earth rotates on its axis once every 24 hours
—the earth revolves around the sun once every year
—the earth's axis is tilted at 23.5° from the vertical



You will need a globe, a flashlight, and a darkened room to demonstrate the concept of 24-hours daylight in the summer and 24-hours darkness in the winter to students. Have someone stand in the centre of the room holding a flashlight to represent the sun. Have another person carry the globe to represent the earth around the flashlight. If the globe is tilted accurately at 23.5°, the flashlight beam will light up some parts of the globe and put other parts in shadow. This demonstration can also be used to show how the amount of daylight and darkness are related to the four seasons of the year.



DISCUSS:

- Why is there such a long period of darkness in the Arctic?
- Why does it get so cold in the Arctic during the winter period?
- During what season does the Arctic receive the most sunlight? Why?
- How would you organize your day if there were 24 hours of daylight?
- Is it harder for you to get to sleep in the summertime if you go to bed when it is still light outside? Explain.
- How do you think 24 hours of darkness would affect your eating and sleeping habits?

Observing snow
EVALUATION ACTIVITY

Take students on a short winter walk in the neighbourhood and let them learn about their environment through their senses.

To show that snow changes from day to day, tell students:

- Feel the snow (squeeze it, rub it) and write down words that best describe it (texture).
- Look at the colour of snow by cutting out a cross-section in a deep snowbank with a spade. Is it the same colour throughout or does it change? Record your observations. What might be the reason for any colour differences?

Studying snow
EVALUATION ACTIVITY

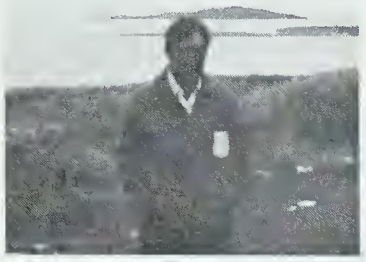
Tell students:

- Use a thermometer to record the temperature changes of snow. Keep a log and record the information on a graph. (Compare the changes in the snow temperature to the amount of sun during the day, the air temperature, etc.)
- Measure the depth of snow (when there have been no new snowfalls). Record your answers for a week. Does the depth change or remain the same? Explain.

To focus attention on how snow affects people, ask students to make a chart listing the ways in which snow affects the lives of city dwellers as compared to the lives of the Inuit. Make the list in two separate columns.
Example

City dwellers	Inuit
-traffic jams caused by cars stuck in snow	- easy for snowmobiles to travel around

Page 132
Faces of Bathurst Inlet



John Naneroak

Mary Tapana Naneroak

Peter, Martina, and Priscilla Kapolak

Allan Kapolak

This section introduces students to some of the people at Bathurst Inlet. Their names will come up later in the chapter.

DISCUSS:

- Have you seen photographs of Inuit people before? If so, how did they look and how were they dressed?
- Compare the clothing worn by Inuit of Bathurst Inlet with other Inuit. What similarities and differences can you find between them?
- What articles of clothing do you recognize being worn by the Inuit pictured on page 132? Which of these do you wear?

Focussing on Inuit clothing

Obtain pictures and photographs of Inuit people in traditional clothing. (See bibliography, page 84.) Have students answer the following questions.

- What features of traditional Inuit clothing make it practical to wear?
- What materials have been used to make the clothes?
- In what seasons of the year are such clothes worn?
- How is the clothing decorated? Whose job would it be to do the decorating?

Pages 135-137
Contact

Most of the people in the Canadian Arctic live in places that don't have telephones. If they want to speak to someone in another place, they use a two-way radio.

Introduce students to the concept of "communicating with others."

DISCUSS:

- What methods of communicating would you use in the following situations?
  - —to communicate with a friend who lives 3 houses away
  - —to communicate with a friend who lives 6 blocks away
  - —to communicate with a friend who lives 4 km away
- Which method of communication do you like the best? Explain.

"Read pages 135-137 to find out how Trish communicated with Henry and what they talked about."

DISCUSS:

- Why did Trish ask about the thickness of the ice?
- In what ways was radio important to people living in Bathurst Inlet?

Writing a two-way radio conversation

Students might enjoy writing two-way radio conversations for different situations. A tape recorder could be used to tape their conversations.

Examples

—A fire engine arrives at the scene of a fire. Some people are injured and need help. The captain uses a two-way radio to ask for assistance.

—A snowstorm has knocked down power and telephone lines. Your house is 30 km from the nearest town. There is a battery-operated two-way radio in the house.

Tell students:

- Work in pairs.
- Decide what information you want to communicate.
- Decide the roles you are going to play.
- Choose the right words.
- Pronounce the words correctly and speak clearly.
- Talk in sentences.
- Keep to the point. Be brief. Get your message across quickly and accurately.

Pages 138-142
Return of the Caribou/
The Hunters Return

For thousands of years the Inuit of Bathurst Inlet obtained everything they needed from their physical environment. The land and the sea provided hunting weapons, food, materials for clothing and housing, and oil for light and heat.

These sections show how their traditional lifestyle began to change when they came into contact with another culture.

"Read pages 138-142 to find out how hunting has changed from times past."

DISCUSS:

- Why was spring a good time to hunt caribou?
- What equipment was used to hunt caribou?
- How would the Inuit have hunted caribou in times past?
- What does it mean to be able to "live off the land"?
- Why did meat that was not eaten have to be dried in the sun?

Charting methods of preserving food

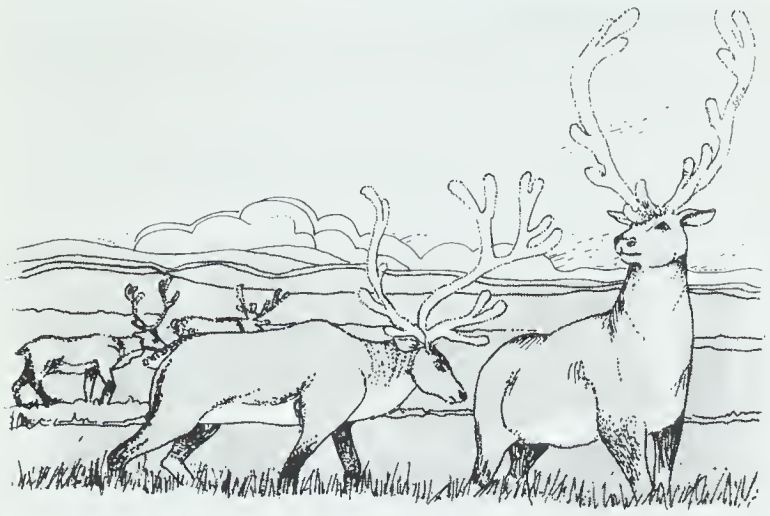
Since the food supply during winter is rather limited, the Inuit preserve the surplus food they obtain during the summer. They use the age-old "drying" method.

When meat, fish, fruit, and vegetables are dried, the moisture is removed. This prevents the growth of bacteria, moulds, and germs which spoil food.

This loss of moisture also makes the food smaller and lighter so that it is easier to carry around.

A variety of methods are used today to preserve surplus foods. Have students complete the following chart.

Foods preserved	Method of preserving	Description of method
Cucumbers	Pickling Canning Smoking Freezing Freezedrying Salting Storing Drying	



The Inuit lived off the land, by taking only what they needed. Caribou satisfied most of their needs. This activity is designed to show students that there is very little wastage when food resources are used to their fullest extent.

Direct students to:

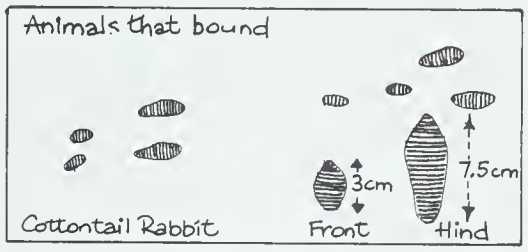
- Investigate how the Inuit used caribou to satisfy most of their needs.
- Make a chart using the following headings.
  —food
  —shelter
  —tools
  —transportation
  —clothing
  —recreation
- Under each heading list uses that the Inuit made of the caribou.

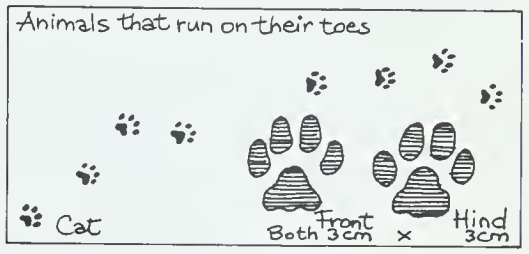
Inuit uses of caribou	
Food	
Shelter	
Tools	
Transportation	
Clothing	
Recreation	

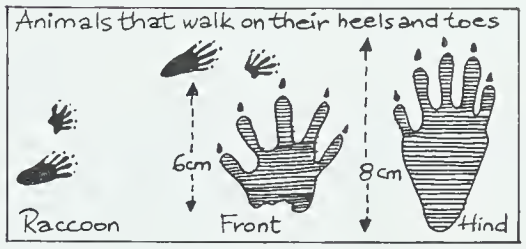
DISCUSS:

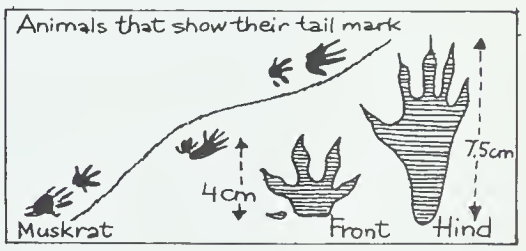
- How well do we use our food resources today? (Focus the discussion on eating habits and diets, purchasing habits, food storage, and the amount of food wasted.)
- How can food supplies be used more wisely?

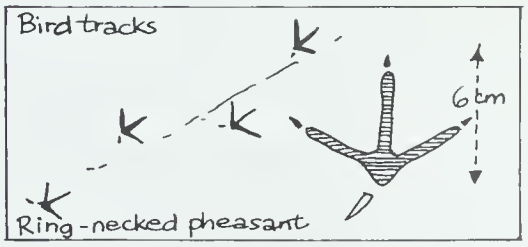
Tell students that when new snow has fallen, the tracks of passing animals wait to tell their stories. Draw these illustrations on the chalkboard or make copies to hand out.









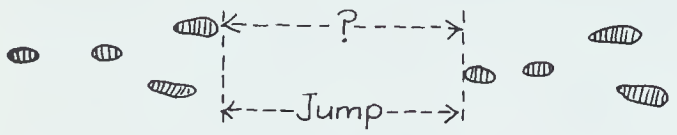


Ask students to consider these questions about the tracks.

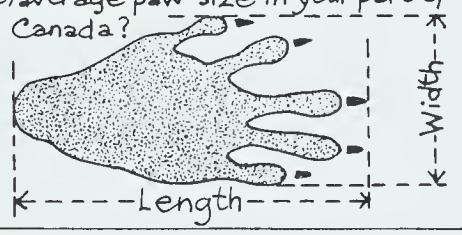
- How was each animal moving (jumping, walking, running, loping)?
- Was the animal light or heavy?
- Where are the front footprints in relation to each other?
- Where are the back footprints in relation to each other?

Divide students into groups of 4 or 5. Make the following problem cards and give one to each group. Direct the groups to exchange problem cards with other groups until they have done all four.

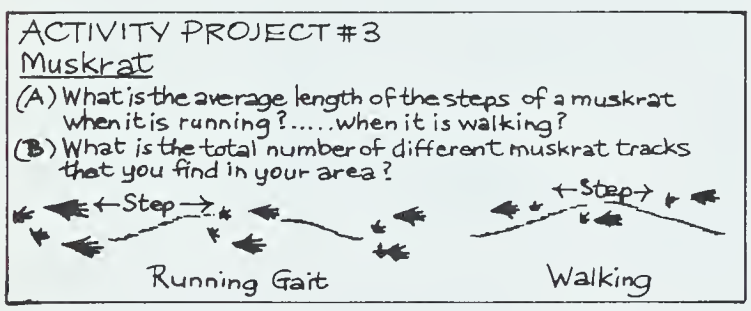
ACTIVITY PROJECT #1
Cottontail Rabbit
How far can a cottontail rabbit jump?



ACTIVITY PROJECT #2
Raccoon
What is the (A) longest paw size
(B) widest paw size
(C) average paw size in your part of Canada?



ACTIVITY PROJECT #3
Muskrat
(A) What is the average length of the steps of a muskrat when it is running? ..... when it is walking?
(B) What is the total number of different muskrat tracks that you find in your area?



WHAT HAPPENED HERE?

Pages 143-147
Return to Bathurst Inlet/ Health Care

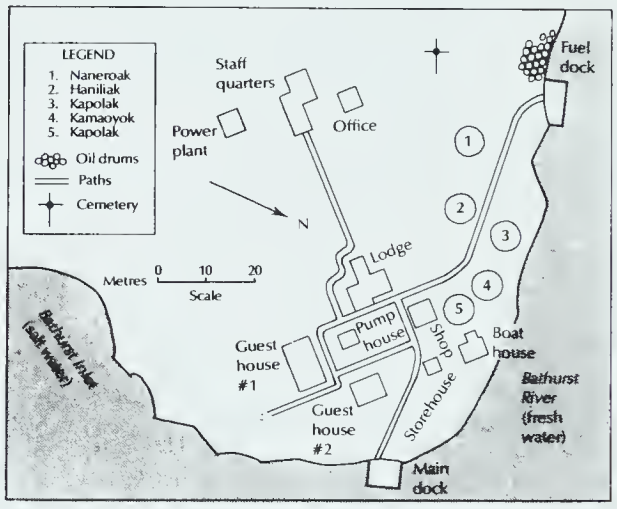
For three months of the year, the Inuit of Bathurst Inlet are in very close contact with the culture to the south. The lodge is opened up and visitors who come from all over North America arrive at Bathurst Inlet. There is room for twenty visitors at a time. They usually stay for at least a week.

"Read pages 143-146 to find out what news Glenn and Trish got when they flew to Bathurst Inlet and why Peter was concerned for the people there."

DISCUSS:

- Why would the Warners have so many visitors to their lodge in summer?
- What would visitors expect to see in Bathurst Inlet?
- Why is the Arctic tundra treeless?
- Why would the Kapolaks choose wintertime to visit Umingmaktok?
- What difficulties could occur during winter in Bathurst Inlet that would affect the people there?

"Look at the map of Bathurst Inlet village (page 147). Imagine that you had to walk from the lodge to the fuel dock. Write a careful description of everything you would see in July and in January."



Mapping your schoolyard
EVALUATION ACTIVITY

Students will need: tape measures.

Direct students to draw a map of the school and schoolyard. The map should include a title, a direction marker, a legend, and a line scale. Assist them to gather the following information before they begin.

—The perimeter of the playground.
—The outside measurements of the school building and its location inside the playground.
—The location of such things as goal posts, backstops, and playground equipment.

Pages 147-150
Visitors from the South

John and Henry guide lodge guests around Bathurst Inlet. The guests see some signs of the Inuit way of life as it was in times past.

"Read pages 147-150 to find out what the guests saw at Bathurst Inlet."

DISCUSS:

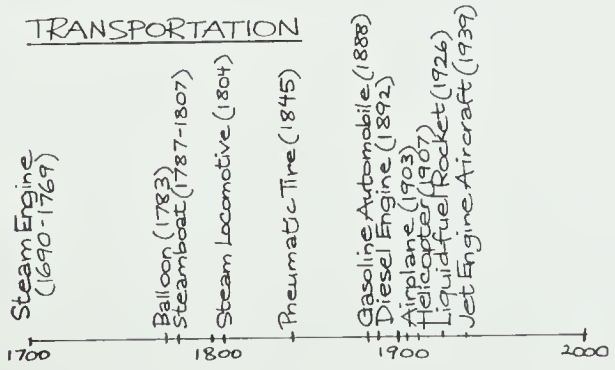
- What inventions have changed the Inuit way of life the most?
- Which changes have been good for the Inuit? Which have not? Explain your answers.
- What other changes would you expect at Bathurst Inlet during the next ten years?
- What are some problems that might arise if these changes take place?
- How do you think the lives of people at Bathurst Inlet would be changed if oil was discovered there?
- How would John Nanarok feel if he came to your house? What would be different for him? the same?
- What services does your community have that are not found at Bathurst Inlet? Which of these would benefit the community?
- Explain why the Inuit language may be in danger of dying out. What would help it to survive?

Making a time line

It is stated that, "The Inuit have followed a particular way of life for centuries." The concept of "century" should be developed so that students can appreciate that the traditional Inuit way of life has gone on for a long time.

Draw some time lines on the chalkboard and include some historical references that may have some significance to students.

Examples



Students may make their own time line to show changes and events that have taken place in their own families during the last 100 years.

Making a "soapstone" carving

Students will need: a knife and a bar of soap or a lump of dried plaster. (Mix 1L of plaster with 1L of water in a bowl and pour it into a container to set overnight.)

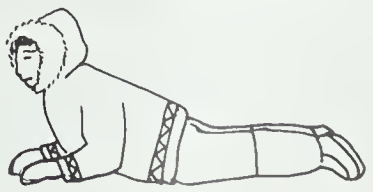
Tell students:

- Draw a design on the bar of soap or plaster.
- Use a knife to carve your design.

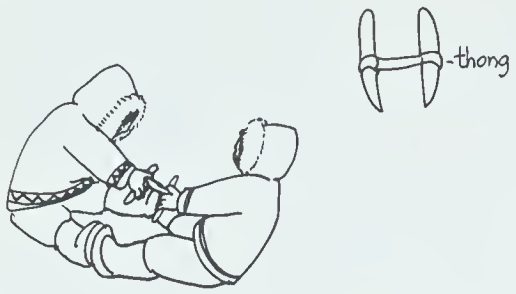
Getting in shape with Inuit games

Early explorers have written about many games that the Inuit played. These were usually played between hunts or during the months of winter darkness. The games can provide some interesting activities for physical-education programs and also give some insights into the Inuit's heritage.

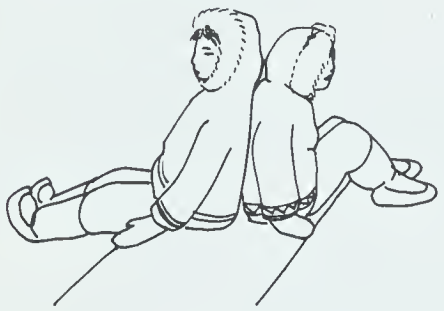
- SEAL RACING
  Lie down on the floor. Use arms only to move in a forward direction, dragging the rest of the body along behind.



- ACSARAQ
  Sit facing opponent. Keeping legs straight and feet placed against feet, try to pull opponent up off the ground.



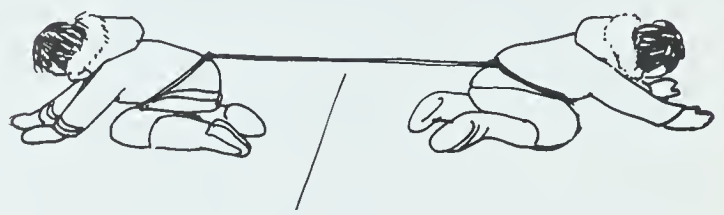
- TUNUMIU
  Sitting back to back, opponents try to push each other over a line.



- ARSAARARTUQ
  A pulling contest involving different holds:
  —Wrist lock and pull.
  —Finger lock and pull.
  —Elbow lock and pull.

- NAKARTARTUQ
  Each player throws a pebble at a large stone to see whose pebble can hit or land nearest the large stone.

- HOLMAN ISLAND DOG-TEAM PULL
  Opponents are harnessed together by a rope tied around each person's waist. Crouching on all fours, each attempts to pull the other over a line drawn between them.



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8. A Museum Moves

Introduction

Fry Readability Scale: High Grade 4

The relocation and subsequent growth of the Brougham-Pickering Museum is the focus of this chapter. Students are introduced to the concept of town planning and co-operation to direct progress and growth.

"A class project" invites the participation of students in designing and building their own mini-museum model. Five committees are suggested in order to organize various aspects of this project. Opportunities for working co-operatively in planning and carrying out this project simulate the actual experience of town planning.

The photographs shown in this chapter are authentic and were taken at the actual Pickering relocation site. Map sketches of the site and interviews concerning the project were courtesy of Tom Quinn, Parks and Recreation Director for the town of Pickering.

Events follow this sequence:

pp.	
152-153	*Introduction* (Reading a rhyme about a button collection)
154-155	*Sharing Collections* (What museums do)
156-157	*Look What's Happened to Us at the Brougham Museum* (Brougham Museum is to be moved to Greenwood)
158-161	*Steps in Planning Our Museum* (Mr. Quinn plans the move step by step)
164-167	*Try It! A Group Project* (Plans for making a mini-museum model)

Objectives

1. Showing that communities are social units that interact with their environments
2. Developing the concept that communities change over time
3. Emphasizing the wealth of knowledge to be gained by studying changes that our ancestors made
4. Examining the human condition of early European settlers in Canada
5. Introducing some of the early experiences that lead to the concept of "history"
6. Showing ways in which society organizes itself to meet some of the needs of its members
7. Providing decision-making activities and opportunities for students
8. Providing opportunities for students to develop skills of social interaction and co-operation.

Pages 152-153
Introduction

This chapter is introduced to students by having them listen to and read aloud Edgar Fisher's poem "Buttons." It highlights the idea of collections.

Provide students with some background information on the author by telling them that Edgar Fisher was born in Scoudic, a French village in Westmoreland County, New Brunswick, in 1873. At the age of ten, he went with his parents to Bass River, Nova Scotia. After a few years in school, he worked in the Dominion Chair Factory. Through the years, he was one of Bass River's most popular entertainers and his original papers, songs, and poems have given much pleasure to his many friends and acquaintances.

Read "Buttons" aloud to the students.

DISCUSS:

- How does Edgar Fisher describe Len's "buttons"?
- How did Len O'Brien get his buttons?
- Why do you think Edgar was considered to be an entertainer by his friends?
- Why is this poem called a *rhyme*?

Reading verses aloud

Invite students to choose one verse to read aloud to the class. After each verse is read, discuss some of the visual images.

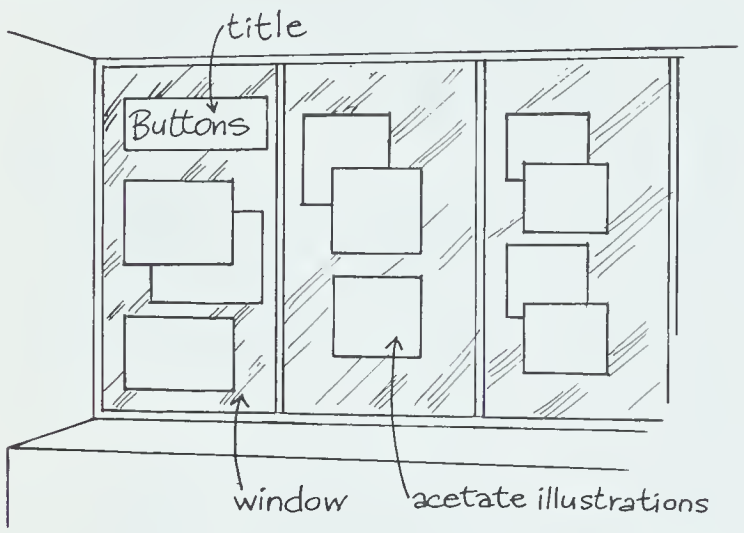
Illustrating verses from "Buttons"

Students will need: large sheets of acetate or poster paper, magic markers.

Tell students:

- Work in groups of 3 or 4.
- Work with your group to illustrate one verse of the rhyme "Buttons."
- Base the illustration on the class discussion of the visual images in the verse.
- Draw the illustration on large sheets of acetate or poster paper with magic markers.
- Arrange the illustrations in order and display them. (Attach them to the classroom windows if acetate was used.)

Example



DISCUSS:

- Edgar Fisher's rhyme "Buttons" was his way of telling stories. Such stories were told often in times past.
- For what reasons are stories not told now as much as they were in times past?
- Do you think more oral stories should be told today? What reasons would you give to support your opinion?
- What groups of people do you know of that still practise the oral-story tradition?

Telling a story

Invite interested students to prepare a mime and/or memorized recitation of the rhyme "Buttons" for the class.

Starting your own collection

Prepare a challenge card with the following information and challenges for students. Generate interest in the challenges through discussion, attractive display cards, and by giving students opportunities to share their results periodically.

Button, Button, Who has the Button . . .

Do you keep a button jar or box at your house? Have you ever examined the box to see how many different sizes, colours, and shapes of buttons there are? You might have asked yourself where all those pretty and interesting buttons came from. If only they could talk!

No matter how small the collection, you'll find shiny buttons, dull ones, big ones and little ones, some with designs and some with pictures of birds, people, and flowers.

If you don't have a button collection at your house, start one. Be on the lookout for ways to add to your collection. A garage sale or auction is a good place to find old buttons. Who knows, you may find a rare button!

TRY THESE

1. Start your own "Button History." Spread out your button collection and ask an adult to help you determine where the buttons came from. Make a chart or board to show to whom the button belonged. Write down any unusual button stories that your grandparents, parents, or other adults tell you.

2. Start a button club with a few of your friends who are interested. Design and send out a newsletter for your members and others in your neighbourhood or school. Be sure to include a swap column in your newsletter to find a home for any unwanted or extra trader buttons.

3. *Hold a button show!*
   Make a charm string from your buttons to wear around your neck or display your buttons on a card.

4. *What is a button made from?*
   Old buttons, as you have discovered, can be made from horn, bone, ivory, teeth, wood, claws, paper, cork, rubber, nuts, shells, as well as many other materials.
   Sort your buttons into categories.
   What materials were used to make your buttons?
   Invent your own *new* buttons from clay, crochet, cloth, or other tidbits.

Pages 154-155
Sharing Collections

Introduce students to the idea of a trip back in time by visiting a museum. Tell students that as they look at the museum artifacts they should think about the time and the people related to them.

Use the TVONTARIO series *Timothy Pilgrim* (see bibliography, page 89) to let students experience the idea of a trip back in time. In the program, Timothy visits another time in history by being transported in an old trunk.

The trip back in time is well illustrated by the time-capsule concept even though it is an imaginative activity of the mind. After students have read page 154, use the following discussion plan as a guide to developing the concept of the "fourth dimension." Any display or pictures of old artifacts may be used in place of the pictures of blacksmiths' tools used in the discussion. A visit to a local museum or collection would also provide a basis for the concepts described here.

DISCUSS:

- When was the last time you visited another place in time?
- Do you know how to get there and what you might see?
- If you visit your local museum you might hear the people who work there talk about the *fourth dimension*. They use it to describe how artifacts can be used to transport a visitor to another point in time and history. The fourth dimension is another place in time.

"Look closely at the objects in the pictures on page 155. If you visit another place in time by looking at these objects, where will you be? Who will you meet?"

Show photographs or illustrations of blacksmiths' implements to the class.

Tell students:

- Look at these objects and tell where you will be if you visit another place in time. Who will you meet? What is the person's job?

Tell students that in museums artifacts that are taken "out of time" can be found. Some jobs are out of fashion, too. For example, visitors to the small village of St. Jacobs, Ontario, can see one of the few blacksmiths in that province today. These visitors may need to remind themselves that they are not in another place in time, but are visiting people living now in Waterloo County.

Over the last few years, the blacksmith's work in St. Jacobs has changed from what it was in times past. Years ago, much of the blacksmith's time in St. Jacobs was spent shoeing horses and forging nails, farm tools, and hardware for the whole community. Not any more! There are fewer customers today. The Mennonite farmers that you read about in Chapter 2 are about the only ones now who need buggy repairs and horses shod.

DISCUSS:

- What other jobs can you think of that are "out of fashion" today?
  Explain why they are not practised today.
- When artifacts, buildings, and jobs go "out of fashion," why do we try to preserve them?

Illustrating "out of fashion" jobs
EVALUATION ACTIVITY

Tell students:
- Work in small groups to illustrate "out of fashion" jobs.
- Show how the jobs have changed.
- Display the illustrations as a collage.

Pages 156-157
Look What's Happened to Us at the Brougham Museum

The reader is introduced to Mr. Quinn, who is the Director of Parks and Recreation in Pickering. Tom Quinn supervised the move of Brougham Museum to Greenwood.

"Read pages 156-157 to find out why the museum was moved."

DISCUSS:

- Do you think it is fair to make residents of Pickering pay part of the cost of a public museum that people from anywhere can visit?
- What reasons can you give to support your opinion?
- What does the Parks and Recreation Department in your community do?

Pages 158-163
Steps in Planning Our Museum

Mr. Quinn informs the community before each stage of the museum move takes place.

"Read pages 158-161 to find out what happened in each stage of the move."

DISCUSS:

- What part do you think the community played in the Pickering Museum Relocation Project?
- What happened in the community as a result of the interest? the disagreements?
- According to the timetable on page 160, which stage of the move was the most time-consuming? Why would that be?

Solving problems
EVALUATION ACTIVITY

Tell pairs of students:
- Look at the sketch map on page 163.
- Work with your partner to estimate the scale of the map. (Clue: the parking lot might be a good place to begin.)
- Decide what the size of the buildings in each area of the site would be.

Playing "miggles"

Prepare the following "Canadian Fact Card" for students. Encourage them to locate other Canadian facts in library books or by visiting another place in time. Challenge students to produce Canadian fact cards of their own for the class.

Canadian Fact: Did you know that in early western Ontario the name for marbles was *miggles*?

The first and very early marbles were made from flint, stones, clay, polished nuts, wood, and other easy-to-find materials. Unevenly shaped clay marbles were called *migs*. Later, marbles were made of agate, porcelain, onyx, and steel.

Make your own miggles using clay. Make enough to play the following games with your classmates.

POISON

Four holes are dug, three in a line and a fourth about 1.5 m to the side of the third.

Players must
- —go from the first hole to the second to the third;
- —then back to the first hole;
- —and again from the first hole through the third;
- —and then from the third hole into the fourth or Poison hole.

The first player to get a marble in the fourth hole becomes Poison and may shoot at the marble of any other player. If another player's marble is hit, Poison can claim it.

ROCKIES

A single marble, usually a large one, is placed in the middle of a concrete sidewalk square. Players shoot at it from a shooting line two squares away. A rough sidewalk keeps it interesting.

Pages 164-167
Try It! A Group Project

Students are given an opportunity to plan and build their own mini-museum. Committee suggestions and building ideas are provided.

DISCUSS:

- What made Mr. Quinn's plan run smoothly?
- What information can we get from Mr. Quinn's plan to help us with our own mini-museum project?
- What materials will be needed for the project? List them.
- What is the most economical way of getting the necessary materials for the project?
- What other methods and materials would also be successful?
- What are the merits of the committees and tasks listed on pages 164 and 165?

Working in committees

Assist students to choose a working committee by posting the names and tasks of each committee.

Tell students:
- Sign up for a committee of your choice.
- Choose a leader and recorder for your group to keep track of committee plans and activities.

During the project assist the committees.
- —Guide each group when necessary.
- —Contact each group at least once a day.
- —Provide more support for less cohesive groups, less for groups that function effectively.
- —Counsel individuals who encounter difficulties with interaction in group activities.
- —Set out specific procedures and recommendations for groups that require your help.
- —Allow ample time for group planning and activity.
- —Assist groups with organization.

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For teachers

Non-print material

Timothy Pilgrim. TVONTARIO. 30 min, colour.

9. Grandfather Tales

Introduction

Fry Readability Scale: High Grade 4

This chapter introduces readers to Peter Webster, a Nootka Indian who lives on the Ahouat Reserve in British Columbia.

Peter shares memories of his childhood experiences with his grandchildren. His experiences include bear hunting with his grandfather, collecting cedar bark, building a canoe, and moving with the band each season to find food.

Peter also shares his concerns about changes in the lifestyle of his people and his thoughts about some things that he feels must never change. He is concerned that younger generations of Nootka are losing their native language as well as many songs that are part of the old tradition. He fears that many of the skills needed in times past will soon be lost too.

The text is supported by actual photographs of Peter and Jessie Webster and their grandchildren. An artist's impression of various daily events and celebrations have been included in the text along with sketch maps.

Events follow this sequence:

pp.	
168-171	*Introduction* (Information about Peter Webster)
171-173	*Memories of My Grandparents* (Peter remembers his childhood)
174-175	*Collecting Cedar Bark* (Peter collects cedar bark with his grandmother)
177-178	*I Build a Canoe* (Peter builds a canoe)
178-180	*Moving with the Seasons* (Peter's family moves in search of food)
183-185	*The Nootka Today* (Peter tries to keep the old traditions alive)

Objectives

1. Understanding that in selecting and using resources to meet needs, people are active agents in changing their physical environment
2. Recognizing that the physical environment influences the lifestyle of a people and a society
3. Learning that when physical environments change, lifestyles or culture may change also
4. Understanding that the arrival of European settlers and their technologies affected the social environment of Canada
5. Learning that a cultural heritage, once lost, can be regained only slowly and through consistent education over several generations

Pages 168-170
Introduction

In this section, the reader is introduced to Peter Webster. As a grandparent, Peter is seen as a valuable source of information, skills, values, and culture. He is a teacher for his children, grandchildren, and others.

Assist students to make a list on the chalkboard of grandparents that they have met previously in the text.

Examples
- —Mrs. Wong (Chapter 1)
- —Grossdoddy (Chapter 2)
- —Great-grandmother (Chapter 4)
- —Gramps (Chapter 4)
- —Grand-père (Chapter 5)

DISCUSS:

- What was each grandparent's role as a teacher in the family and/or community?
- What special skills did each grandparent possess?
- How could grandparents be used as teachers in schools today?

"Read pages 168-170 to find out what Peter learned from his ancestors."

DISCUSS:

- How does Peter Webster spend much of his time? Why?
- What are some good things about the way Peter is spending his time?
- What are the advantages of learning from your parents and grandparents as Peter did?
- What are the advantages of learning from teachers in a school?
- What did Peter learn from his parents and grandparents?
- What skills could you learn at home from your parents and grandparents?
- In what ways is change good? bad?

Making a grandparent collage

Encourage students to talk to their grandparents, or ones they have adopted from the neighbourhood, about their ability to teach their skill or share their talent with others.

Tell students:
- Collect photographs of your grandparents.
- Display the photographs on a bulletin board as a collage.
- Create a talent pool to show the skills that your grandparents possess.

Celebrating a "Grandparents' Day"

Assist students to plan a "Grandparents' Day" for the class or school.

Tell students:
- Invite some grandparents to come to school to take part in class programs.
- Plan special events for the visitors to observe.
- Invite the visitors to share some of their childhood memories.
- Ask the visitors to sign up for a talent pool to teach interested groups of students a skill (for example, knitting, crocheting, embroidering, woodworking, leather tooling).
- Advertise the events, time, and location.

Mapping skills
EVALUATION ACTIVITY

Direct students to examine the map on page 170.

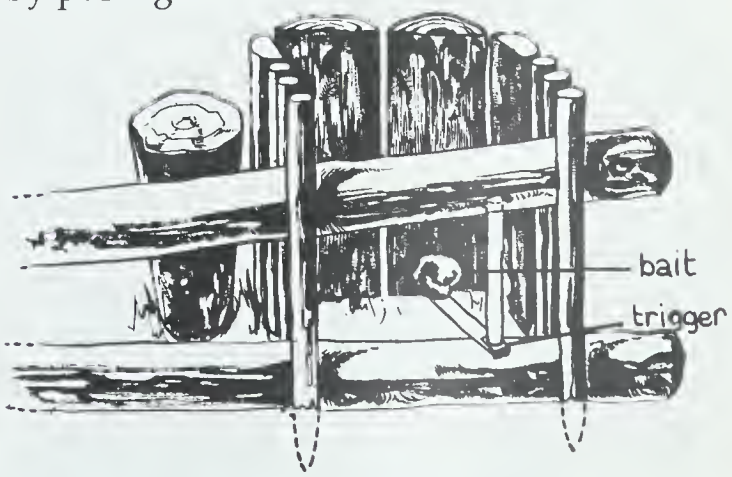
- What landforms are marked on the map?
- What are some advantages and disadvantages a group of people would have as a result of living on an island?
- Why do you think Peter's ancestors chose Vancouver Island as a place to live?

Pages 171-178
"Memories of My Grandparents"

Peter reveals his memories of trapping for bears with his grandfather, collecting cedar bark with his grandmother, and watching his father and cousin build a canoe.

Provide students with some background information on Nootka hunting techniques.

Tell them that the Nootka sometimes used a bow and arrow to hunt animals, but snares set in trails or in pitfalls were more common. Generally, bears were killed in deadfalls, a kind of trap in which one or two heavy logs fall on the animal when it releases a trigger by pulling at the bait.



"Read about Peter's memories of trapping for bears on pages 171-173."

DISCUSS:

- Name some skills that Peter learned from his family and community.
- How did Peter's grandparents spend their time? Why?
- What do you think it would be like to catch, gather, and preserve all your own food?
- How would you go about catching, gathering, and preserving all your own food? Where would you go to get information you needed? What skills would you need to have?
- What celebration was held in honour of the bear?
- Why do you think the Nootka held this celebration for the bear?

Illustrating celebrations

Celebrations are a part of cultures.

Tell students:

- List some celebrations that you know about, either from the text or from your own experiences.
- Beside each celebration, record the reason for having it.
- Illustrate some celebrations.

Making a celebration calendar

Students will need: chart paper, magic markers.

Tell students:

- Work in groups of 3 or 4.
- List the celebrations held in your class, school, or community.
- Do some research on each celebration.
- Record each celebration, along with an explanation of how and why it is celebrated on a large classroom calendar.

Comparing celebrations

As a follow-up to the previous activity, direct students to:

- Compare two of the celebrations on the calendar in terms of how they were celebrated in times past and how they are celebrated now.
- Plan to celebrate one or two of the festivals. (Encourage students to do some careful research first.)

Pages 174-175
Collecting Cedar Bark

The Nootka band collected many grasses, reeds, barks, and roots to make their clothing and utensils.

"Read pages 174-175 to find out how the Nootka made their clothing and examine the illustrations on pages 173 and 174."

DISCUSS:

- What clothing were the Nootka wearing in the illustrations on page 173 and 174?
- What materials do you think were used to make each item?
- How was each item made?
- What did the Nootka need to know in order to get the materials?
- What skills did they need to make their clothing and utensils?

Estimating time

Tell students:

- Estimate how long you think it would take to make the following items by either weaving or twining.

Item	Estimated time
Sleeping mat	
Hat	
Basket	
Cape	

To help students appreciate the conditions and skills needed by the Nootka to obtain various materials for clothing and utensils, read to them from *Indian Artists at Work* (see bibliography, page 94). Direct students to listen for and record the following information:

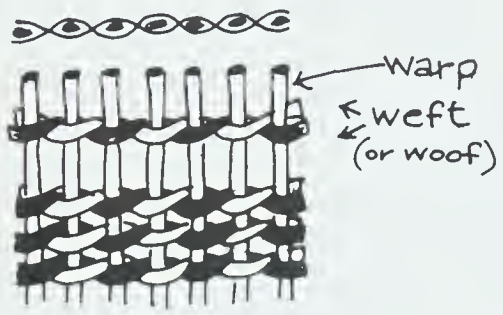
—name of material
—season when the material is available
—description of material
—distance travelled to obtain material
—suitability of material for item.

Twining

Tell students that twining was a lifeskill taught by adults. It took time and patience to master.

Twining is an old technique that dates back to 2000 B.C. It appears in textiles and baskets of many cultures. Many Canadian Native people, such as the Nootka, continue to use twining extensively when making baskets.

Twining is a distinctively different skill from weaving. It is done by twisting two strands of jute or other material around the weft strings while weaving through the warp.



Simple twining:
- —two wefts enclose each warp
- —wefts cross once between each warp
- —each weft reverses its position every warp.

Twining a basket

When students are doing the activity on page 176, instruct them to make a graph showing the time it took to:
- Gather and prepare the materials for twining a basket.
- Master the twining technique.
- Complete the basket.

DISCUSS:
- What problems did you encounter with your basket making?
- How did you overcome these problems?
- What talents do you think the Nootka demonstrated in their twining?

Pages 177-178
I Build a Canoe

"Look at the illustration on page 177 and read pages 177-178 to find out what activity is taking place."

DISCUSS:
- How did Peter Webster learn to build a canoe?
- Why was it difficult for him to judge the thickness of the sides and bottom of the dugout?
- What changes for the Nootka were brought about by the invention of the chain saw?
- How did the chain saw change the building of canoes?
- Name some jobs that Peter would not have to do if he had owned a chain saw.
- Look at your graph showing how much time it took you to make a basket. Using that information as a guide, estimate how long you think it would take to build a canoe.

EVALUATION ACTIVITY

Pages 178-182
Moving with the Seasons

Introduce this section with a discussion of what it is like to move from one home to another.

DISCUSS:
- How many of you have moved from one home to another?
- What are some advantages of moving from one home to another? What are some disadvantages?
- Would you like to move four times each year? Why or why not?

"Read pages 178-180 to find out about Peter's moves."

DISCUSS:

- Why did Peter's family move?
- What items would you move with you if you had to fit them into the space of two canoes?
- Why would the Nootka own very few material goods?
- List the resources available for hunting, fishing, and gathering in each camp of the Nootka. (Some examples are ling cod, rock cod, red cod, clams, ducks, loons, seal, sea urchins, mussels, sea-gull eggs, gooseneck clams.) Locate pictures or draw sketches of each food source for a classroom display.

Planning a move

Tell students:

- Work in groups of 3 or 4.
- List the plans you would need to make before moving to a new city.
- Compare each task of the moving plans with the procedures that Peter's family followed. How are they the same? How are they different?

Pages 183-185
The Nootka Today

"Read pages 183-185 to find out how Peter keeps some of the Nootka traditions alive today."

DISCUSS:

- In what ways does Peter teach by example?
- What changes has Peter seen take place in the Nootka lifestyle?
- How does Peter's family spend their time?
- Why do many people value Jessie's "Maquinna" hats?

Learning about Indian artists today

Read a variety of selections to students from *Indian Artists Today* (see bibliography, page 94). Assist students in the discussion of:

—Methods of obtaining materials in times past.
—Uses of art objects in times past and today.
—Role of Indian artists today.

Tell students:

- Illustrate some of the ideas we have discussed in a mural painting or in a class booklet entitled "Indian Artists Today."

Creating a story board

Invite Native people from the community to the classroom to discuss their roles in today's society.

Tell students:

- Create a classroom story board using photographs taken of the visitors.
- Write an explanation about each person's role.
- Title the story board "Native People Today."

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For teachers and students

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